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| SCHOOL DIVISIONCATEGORICAL GRANT OUTCOMES REPORT 2014–15 | | | | | | |
| Step 1 | **Identification** | | | | | |
| Name of School Division Lakewood | | Name of Superintendent Leslie Russo | | | Date of Report (yyyy/mm/dd): 2014-10-22 |
| **Use this template to report on each Grant separately:** | | | | | | |
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| **Please note: A *Financial Report* is also required for each categorical grant** | | | | | | |
| Step 2 | **Fully describe the Categorical Grant planning process for EACH grant. Provide details of your planning process (who was involved, how were priorities chosen, what data used, when is planning done)** | | | | | |
| The Divisional Healthy Schools Team is responsible for assessing, planning, and implementing initiatives related to the Healthy Schools Categorical Grant funding. The Healthy Schools Divisional Team represents various aspects of the school community, including: school staff, divisional staff, RHA representatives, community representatives, parents, and administrators. Each school representative leads a Healthy Schools Team at their respective school. Students are also consulted as a part of the planning process as their input is essential to effective implementation. Priorities were chosen by identifying the needs within the division as related to the six priority health topics of Healthy Schools. Data from the Youth Health Survey and Tell Them From Me were used to inform the planning and priorities, as well as perceived needs from teachers in the field. The strengths and areas of improvement were discussed and considered based on the 6 prioroty healthy topics of the Healthy Schools Initiative. Planning for the next school year begins in the spring, and the Divisional Team meets approximately five times per year to continue discussion and implementation. The Team also utilizes the Comprehensive School Health Framework as a lens to assess and plan to ensure that action is taken in all 4 pillars. | | | | | |
| Step 3 | **Report on previous years. Please comment on successes and progress towards meeting outcomes from previous plans. 2011–2012, 2012–2013, 2013–2014** | | | | | |
| **Year** | **Outcomes targeted from previous years** | | | **Evidence (from data sources) of progress in achieving outcomes** | |
| 2011-2012 | By June 2012, students will have increased knowledge and exposure to healthy foods. | | | The 2008 Youth Health Survey, and 2009 School Nutrition Survey identified healthy eating as an area for improvement in the division. Schools in the division accessed the Healthy Schools Grant for initiatives such as breakfast/snack programs, healthy cafeteria snacks, and professional development for teachers from the Dairy Farmers of Manitoba. All schools were required to report to the Divisional Team on how the initiative addressed the outcome. | |
| 2012-2013 | By June 2013, all students in the division will have increased exposure and overall knowledge of wellness and health activities | | | Each school was responsible for identifying and planning activities related to the outcome. Schools identified activities based on need, and activities included topics such as cyber-bullying, breakfast programs, and wellness days. Each school provided the Divisional Healthy Schools Team with a written report that included anecdotal feedback from students and teachers, as well as a summary of activities related to Healthy Schools. Overall, the reports indicated that students' knowledge and exposure to wellness and health increased. | |
| 2013-2014 | By June 2014, all schools in the division with become familiar with, and apply a CSH approach to improve youth health by addressing at least one school health priority area. | | | A presentation on using a Comprehensive School Health approach was given to members from each Healthy Schools Team. All schools in the division then analyzed their 2012 Youth Health Survey data to identify areas of strength and areas needing improvement. Each school applied a Comprehensive School Health approach to the chosen priority area and reported to the Divisional Team on actions taken within each pillar and their impact on improved youth health. | |

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| Step 4 | **2014–2015 Categorical Grants Plan** | | | |
|  | | ***Note:*** *Data Sources and Indicators columns are now combined to facilitate linkage of reporting in these areas.* |  |
| **Grant** | **Expected Learner Outcomes:**  **What are the benefits (specific, measurable, achievable, relevant, timely) for the learners?** | **Data Sources and Indicators:**  **Based on quantitative/qualitative data sources, what (measurable) evidence will show achievement of outcomes?** | **Strategies:**  **What actions will be implemented to achieve outcomes?** |
| Healthy Schools | By June 2015, each school will fill out the JCSH Healthy School Planner (Foundational Module) to understand, assess, and build a plan for improving the health of the school, as research shows a correlation between positive health behaviours and increased student achievement. | By completing the Healthy School Planner, schools will be introduced to using a Comprehensive School Health approach, and the process used in healthy school planning. A 4-point rubric with results will be generated based on the answers of each school, which will be used to identify key areas of improvement. | Each school will complete the Healthy School Planner Action Planning Worksheet with at least one SMART goal related to an identified priority area. These will be submitted to the Divisional Healthy Schools Team to help develop improvement based initiatives. |
| By June 2015, students will experience improved outcomes in positive mental health through addressing health in a planned, integrated and holistic way by using the JCSH Positive Mental Health Toolkit. | Each school will identify areas for improvement/gaps in the 4 pillars of Comprehensive School Health based on the results of the Toolkit. Actions will be implemented to address the targeted improvement areas. Data collected from the Youth Health Survey, Tell Them From Me, and anecdotal feedback from teachers will provide evidence of improved student mental health. | The Divisional Healthy Schools Team will work with schools to ensure that school teams are established and use the data from the toolkit to facititate improvement based initiatives in all 4 pillars of Comprehensive School Health. |
| By June 2015, the range and quality of physical activity opportunities being accessed by students will be increased and student health will improve particularly in the physical domain | A program review which will outline the innovation and number of activity opportunities will be conducted at the end of the school year, and compared to change in past practice. Anecdotal feedback from students and teachers will also be collected and will provide evidence of improved student health. | New physical activity opportunities will be identified and implemented in schools. Equipment to support this will be made available and/or purchased. Professional development will be offered and supported so teachers can improve the learning opportunities for their students |
| Date: 2014-10-22 | | Division Contact: Ira Lee | | |

## School Division Categorical Grant Outcomes Report 2014–2015

Template Instructions

1. The latest templates are available at: <http://www.edu.gov.mb.ca/edu/grants.html>
2. Use the templates to submit the following reports:
   1. School Division Categorical Grant Outcomes Report
   2. Categorical Grant Review Financial Report
3. Report on each Categorical Grant using a separate *Categorical Grant Outcomes Report*.
4. Email reports to: <ruth.parnetta@gov.mb.ca>. **The original signed Financial Report page must also be mailed** to:

Categorical Grant Review

Early Childhood Education Unit

307-1181 Portage Avenue

Winnipeg MB

R3G OT3

1. A description of each grant can be found in the *Funding of Schools 2014–2015* *School Year.* <http://www.edu.gov.mb.ca/k12/finance/schfund/index.html> and at <http://www.edu.gov.mb.ca/edu/grants.html>.

**Please note**:The unexpended grant amounts from the ELI, N, MYL/WE, ECDI and ESD categorical grants will be applied as a reduction against the funding allocations calculated for 2014–2015.