A Self-Assessment and Planning Guide Workshop

Overview/Process

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LA COE May 28, 2015
What is the Purpose of the SHI?

• Enables schools to identify strengths and weaknesses of health promotion policies and programs.

• Enables schools to develop an action plan for improving student health.

• Engages teachers, parents, students, and the community in promoting health-enhancing behaviors and better health.
Why Use the SHI?

• Prevalence of youth risk behaviors is **high**, with **unfavorable trends**

• Promoting health and safety behaviors for youth is a **critical public health priority**

• Promoting health and safety behaviors for youth is an **educational priority**
Quality School Health Programs

Increase students’ capacity to learn

Reduce absences

Improve physical fitness and mental alertness
What SHI Is and What SHI Is NOT

Self-assessment and planning tool

Research or evaluation tool

Educational and community-organizing process

Tool to audit or punish school staff
What SHI Is and What SHI Is NOT

- Identifies low-cost or no-cost changes
- Focused, reasonable, and user-friendly experience

- Requires expensive changes
- Long, bureaucratic, and painful process
Sample SHI Results

- Established a School Health Team
- Moved healthier options to the front of the lunch line.
- Added healthy choices to vending machines.
- Made gym access available to students and families outside of school hours.
- Replaced fried foods with baked items.
- Offered annual health screenings for staff.

Other Successes...
Coordinated School Health Program (CSHP)

- Health Education
- Physical Education
- Health Services
- Nutrition Services
- Counseling, Psychological and Social Services
- Healthy School Environment
- Health Promotion for Staff
- Family / Community Involvement
Health Topics in the SHI

• Physical activity
• Nutrition
• Tobacco-use prevention
• Safety (unintentional injury and violence prevention)
• Asthma
• Sexual health
### Topic Across Modules

|----------------------------------------------------------|-----------------------------|---------------------------------------------------------------|-----------------------------|---------------------------------|-------------------------------------------------|----------------------------------------|----------------------------------------|

**NUTRITION**
Clarifying Points

• Low scores on the SHI do NOT indicate “low-performing” schools.
• Many actions will NOT require new resources or responsibilities.
• For actions requiring new resources, results can help
  – Provide information to stimulate school board or community support.
  – Establish data and justification for funding requests.
Think-Pair-Share

How do you think your schools could benefit from completing the SHI?

What health topic area(s) is/are most important to your school? Why?

- Nutrition
- Tobacco Use Prevention
- Physical Activity
- Asthma
- Sexual Health
- Safety
SHI Process

1. Form Team
2. Hold Meeting
3. Complete Modules & Planning Questions 1-3
4. Review Results/Create Action Plan
5. Re-evaluate
Form Team
Ideal Structure

School Health Index
Site Coordinator

Physical Education
School Health Services
Parents
Health Education
Nutrition Services
Counseling
Health Promotion for Staff
Healthy School Environment
SHI Process

1. Form Team
2. Hold Meeting
3. Complete Modules & Planning Questions 1-3
4. Review Results/Create Action Plan
5. Re-evaluate
Hold Meeting

Agenda

1. Explain the SHI
2. Identify module coordinators/teams
3. Provide directions for completing modules and planning questions
Hold Meeting

Identify Module Coordinators

School Health Index
Site Coordinator

Physical Education
School Health Services
Parents
Health Education
Nutrition Services
Counseling
Health Promotion for Staff
Healthy School Environment

Health Teacher
Parent
Classroom Teacher
Counselor
Student
SHI Process

1. Form Team
2. Hold Meeting
3. Complete Modules & Planning Questions 1-3
4. Review Results/Create Action Plan
5. Re-evaluate
## Question Coding

<table>
<thead>
<tr>
<th>Code</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC</td>
<td>Cross cutting</td>
</tr>
<tr>
<td>PA</td>
<td>Physical Activity</td>
</tr>
<tr>
<td>N</td>
<td>Nutrition</td>
</tr>
<tr>
<td>T</td>
<td>Tobacco Use Prevention</td>
</tr>
<tr>
<td>S</td>
<td>Safety (unintentional injury and violence prevention)</td>
</tr>
<tr>
<td>A</td>
<td>Asthma</td>
</tr>
<tr>
<td>SH</td>
<td>Sexual Health</td>
</tr>
</tbody>
</table>
Module Simulation

Work in district-level teams. Each person will have a specific job to streamline the process of going through the modules. Decide who will be responsible for each job.

- **Team Member A** – Using the manual, read the first question to the group.
- **Team Member B** – Using the glossary handout, read the glossary definitions for the bold, underlined words in the question.
- **Team Member A** – Read the answer choices to each question.
- **All team members** – Discuss the question and circle the score that best describes what your school/district is currently doing.
Module 1: Question CC.1

Representative school health committee.

Does the school have a representative* committee that meets at least twice a year and oversees school health and safety policies and programs?
*Representative* means that it includes relevant members of the school and local communities (e.g., parents, students, teachers, administrators, food service staff, nurses, coaches, and counselors) and members of health departments, community organizations, and law enforcement agencies.
Module 1: Question CC.1

3 = Yes.

2 = There is a committee that does this, but it could be more representative.

1 = There is a committee, but it is not representative, or it meets less often than twice a year.

0 = No.
Discuss and Select Most Appropriate Response

- Come to consensus on response
  - A response everyone can “live with”
  - Remember this is a self assessment
- Record response on Module Scorecard
Total Module Scorecard

A2 Professional development on asthma
3 2 1 0

A3 Implement indoor air quality practices
3 2 1 0

A4 Implement integrated pest management practices
3 2 1 0

COLUMN TOTALS: For each column add up the numbers that are circled and enter the sum in this row.
15 14 6 0

(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (87) by subtracting 3 for each question eliminated.)

TOTAL POINTS: Add the four sums above and enter the total to the right.
35

MIDDLE SCORE:
(Total Points/87)X 100
40%
Group Work – Module Simulation

• Complete Module 1
  – Read the question
  – Read the descriptors (VERY important)
  – Read the scoring descriptions
  – Discuss and select the best response and record on module scorecard.
  – Total scorecard (on line version does this automatically)
Complete Module Planning Questions 1 - 3

• **Planning Question 1:** Look back at the scores you assigned to each question. According to these scores, what are the **strengths** and **weaknesses** of your school’s policies and environment related to health and safety?

• **Planning Question 2:** For each of the weaknesses identified above, list several recommended actions to improve the school’s scores (e.g., create and maintain a school health committee).
Completed Planning Questions 1 & 2

Weaknesses

Do not have a committee to oversee our health programs [CC.1]

Not all our students are actively supervised [1.4].

Indoor and outdoor facilities for physical activity are not often available outside of school hours [P8.1]

Fundraising efforts do not support healthy eating [N.2].

Could enforce our tobacco-use policies better [T.2].

Staff development on unintentional injuries, violence, and suicide are inadequate [t.6].
Planning Question 3

- Planning Question 3: List each of the proposed actions identified in Planning Question 2 in the table. Use the scales to rank each action on the five dimensions below. Add the points for each action to get the total points.
  - Importance
  - Cost
  - Time
  - Commitment
  - Feasibility
## Completed Planning Question 3

<table>
<thead>
<tr>
<th>Module 1 Actions</th>
<th>Importance</th>
<th>Cost</th>
<th>Time</th>
<th>Commitment</th>
<th>Feasibility</th>
<th>Total Points</th>
<th>Top Priority Action?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet with principal to form school health committee</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>20</td>
<td>✓</td>
</tr>
<tr>
<td>Conduct staff development on active supervision techniques</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Open indoor and outdoor facilities outside of school hours</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>21</td>
<td>✓</td>
</tr>
<tr>
<td>Fundraising alternatives</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Better tobacco-use policies</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>20</td>
<td>✓</td>
</tr>
<tr>
<td>More and continued staff development on violence and injury prevention.</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>
Think-Pair-Share Processing Questions

• What was easy?
• What was hard?
• How will implementing this in a school be different from the experience today?
SHI Process

1. Form Team
2. Hold Meeting
3. Complete Modules & Planning Questions 1-3
4. Review Results/Create Action Plan
5. Re-evaluate
### Completed Overall Scorecard

For each module (row), write an X in the one column where the Module Score falls.

<table>
<thead>
<tr>
<th>School Health Policies and Environment – Module 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low 0%</td>
</tr>
<tr>
<td>21% - 40%</td>
</tr>
<tr>
<td>61% - 80%</td>
</tr>
<tr>
<td>81% - 100%</td>
</tr>
</tbody>
</table>

*Some schools like to write the module scores in each box.*
Action Plan

• Module groups highlight strengths and weaknesses and two or three actions

STRATEGY: Record on post it paper to see similarities.

• SHI team selects manageable number of actions (2-4 per year)
• Team mixes short- and long-term actions
• Team completes action plan (action, steps, person responsible, timeline)

THINK SMART
## Creating Your Plan – the SMART Way

<table>
<thead>
<tr>
<th>Specific</th>
<th>• Is the objective concrete, detailed, focused and defined? Do we know who does what?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measureable</td>
<td>• Is the objective observable and/or measured? Will we know it has been accomplished?</td>
</tr>
<tr>
<td>Achievable</td>
<td>• Are we expecting too much?</td>
</tr>
<tr>
<td>Relevant</td>
<td>• Is the objective important or worthwhile?</td>
</tr>
<tr>
<td></td>
<td>• Is it possible to achieve this objective?</td>
</tr>
<tr>
<td>Time bound</td>
<td>• When will this objective be achieved?</td>
</tr>
</tbody>
</table>
### Sample School Health Improvement Plan

**Instructions**
1. In the first column: list, in priority order, the actions that the School Health Index team has agreed to implement.
2. In the second column: list the specific steps that need to be taken to implement each action.
3. In the third column: list the people who will be responsible for each step and when the work will be completed.

<table>
<thead>
<tr>
<th>Actions</th>
<th>Steps</th>
<th>By Whom and When</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establish a set of competitive food offerings that align with strong nutrition standards.</td>
<td>a. Contact other schools and experts to identify different models.</td>
<td>Sally H. 10/2</td>
</tr>
<tr>
<td></td>
<td>b. Conduct taste tests for healthy alternatives that students like.</td>
<td>Mildred P. 10/23</td>
</tr>
<tr>
<td></td>
<td>c. Meet with principal to get support.</td>
<td>Sally H. 10/25</td>
</tr>
<tr>
<td></td>
<td>d. Develop draft competitive food offerings.</td>
<td>Henry T. 11/3</td>
</tr>
<tr>
<td></td>
<td>e. Get feedback from teachers, parents, students, administrators, and community members.</td>
<td>Sally H. 11/15</td>
</tr>
<tr>
<td></td>
<td>f. Develop slide show about new choices to staff, students, and district.</td>
<td>Mildred P. 11/26</td>
</tr>
<tr>
<td></td>
<td>g. Schedule and deliver presentations to staff, students, and parents.</td>
<td>Henry T. 12/2</td>
</tr>
</tbody>
</table>
Evaluating Your Plan – the SMART Way

- **Specific**: Is the objective concrete, detailed, focused and defined? Do we know who does what?
- **Measureable**: Is the objective observable and/or measured? Will we know it has been accomplished?
- **Achievable**: Are we expecting too much?
- **Relevant**: Is the objective important or worthwhile? Is it possible to achieve this objective?
- **Time bound**: When will this objective be achieved?
SHI Process

1. Form Team
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Keys to success

• School health champion (strong leadership)
• Administrative buy-in
• Team representation, cohesion, and commitment
• Clear, organized, and well-facilitated process (many schools are using outside facilitators)
• Start with small, achievable goals
• Highlight and build on successes
Group Work – Module Simulation

• Complete Modules 3 & 4
  – Read the question
  – Read the descriptors (VERY important)
  – Read the scoring descriptions
  – Discuss and select the best response and record on module scorecard.
  – Total scorecard (on line version does this automatically)
Think-Pair-Share Closing

1. WHY IS THIS TOOL IMPORTANT?

2. HOW CAN IT HELP YOUR SCHOOL(s)?

3. WHAT ARE YOUR NEXT STEPS?
Thank You!

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