



MAIN DASHBOARD

UPDATE INFO

RESOURCE GUIDE

FAQ

LOGOUT

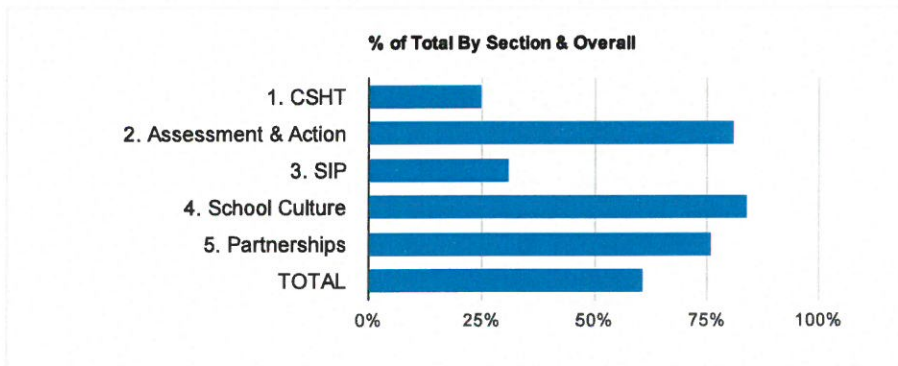


Three Lakes Academy
HSAT School Core Assessment #1
 Completed on 4/13/2015 9:10:40 AM



YOUR SCORECARD

Section	Your Score	Maximum Possible Score	% of Maximum
1. CSHT	12	48	25 %
2. Assessment & Action	44.5	55	80.9 %
3. SIP	14	45	31.1 %
4. School Culture	42	50	84 %
5. Partnerships	39.5	52	76 %
TOTAL	152	250	60.8 %



TOPIC AREA PRIORITIES

The priorities for topic area assessment and action are based on the following factors: how recently this topic area was assessed and/or needs identified, capacity to address, stakeholder buy-in, and health disparities.

Priority	Topic Area(s)	Recommendation
High	Healthy Eating Tobacco & Nicotine Free Lifestyles Staff Wellness	Assess and take action as soon as possible. These are areas of higher need and your school has moderate to high potential to address the need.
Medium	No topics areas at this priority level	Next priority for assessing after high priority topic areas have been assessed and actions are underway for improvement.
Low	Physical Activity/Physical Education Safe School Environment Social & Emotional Health Health Education	Reassess in the next 1 to 2 years to ensure that you are maintaining school health in this (these) areas.

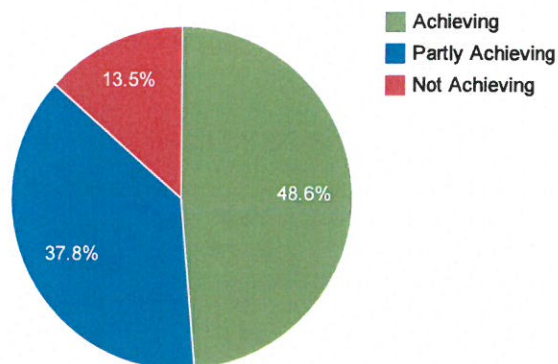
YOUR BEST PRACTICES

The pie chart and table below provide a summary of the healthy school best practices you are achieving, partly achieving and not achieving. The listing of best practices gives the details, including the maximum

possible points associated with each best practice and the number of points earned for this assessment.

Achievement Level	% Achieving
Achieving	48.6 %
Partly Achieving	37.8 %
Not Achieving	13.5 %

Best Practices Overall



Sub-topic Area	Best Practices Achieved	Maximum Possible Points	Your Score
1. CSHT	Have a school health coordinator and make having a coordinator part of the school's written policies.	2	2
1. CSHT	Have a Coordinated School Health Team (CSHT) and make having a CSHT part of the school's written policies.	2	2
1. CSHT	Provide the necessary resources to CSHT that enable the team to establish meaningful goals to take actions to meet those goals.	5	5
2. Assessment & Action	Audit/assess your school's physical environment for safety and health annually, using a valid process, such as EPA's Internal Air Quality Checklist for Schools.	2	2
2. Assessment & Action	Assess school climate at all grade levels every 1 to 2 years. Survey respondents should include all or a representative sample of students, all staff and parents/caregivers.	6	6
2. Assessment & Action	Establish a written policy that includes assessment of the school environment or climate every one to two years, using tools that obtain representative input from students, staff and parents/caregivers.	2	2
2. Assessment & Action	Complete the Healthy School Action Tools (HSAT) assessment CORE and at least one topic area every two years, at minimum.	5	5
2. Assessment & Action	Assess students' health knowledge, attitudes and behaviors at all grade levels every two years. At middle and high school levels, assess all or a representative sample of students using the MI Profile for Healthy Youth (MiPHY) Survey.	3	3
2. Assessment & Action	Improve the school health environment by taking one or more positive actions selected based on need identified through assessment and prioritized based on the time, support, resources and funding necessary to accomplish the improvement.	7	7
2. Assessment & Action	Establish a written policy that reinforces data-driven decision making, such that actions selected for implementation are based on assessment results and resources available, rather than personal preferences or pressure from a specific group.	2	2
3. SIP	Include one or more representatives from our school's Coordinated School Health Team on the School Improvement Plan team and involve them in the annual SIP review.	4	4
4. School Culture	Create and maintain a positive health environment in all areas of the school- outside the school building, inside the building, including all classrooms- as evidenced by what students, staff and visitors can see, hear, touch and feel.	15	15

4. School Culture	All staff members demonstrate a commitment to health by practicing positive health behaviors.	5	5
4. School Culture	Have a system in place that routinely and effectively identifies students in need of services, such as tobacco, drug or alcohol use, uncontrolled asthma, mental health concerns, diabetes management, obesity.	4	4
5. Partnerships	Demonstrate a commitment to partner with parents/caregivers through professional development on engagement and an engagement plan that reflects the importance of parents/caregivers as partners and includes a focus on attaining high engagement.	2	2
5. Partnerships	Provide access to a variety of ongoing two-way communication methods with parents/caregivers that allow for language or cultural differences.	6	6
5. Partnerships	Survey parents/caregivers annually to obtain their input related to health needs and interests, volunteer and leadership interests, to evaluate current practices/activities geared toward parents, and to get suggestions for improvement.	2	2
5. Partnerships	Provide parents/caregivers with a variety of ways to participate and contribute to a healthy school environment, including leadership positions and opportunities to contribute to health policy and program decisions.	4	4

Sub-topic Area	Best Practices Partially Achieved	Maximum Possible Points	Your Score
1. CSHT	Hold CSHT meetings at least 4 times each year with participation by key school and community representatives at most or all meetings.	32	1
1. CSHT	Have a CSHT that sets measurable meaningful goals for each school year, routinely tracks progress and shares progress toward goals with key stakeholders and influencers 2 or more times each school year.	7	2
2. Assessment & Action	Share the results of any assessments completed with students, staff, parents/caregivers, school administrators/school board and the community soon after results are available.	6	2
2. Assessment & Action	Track key measures on an ongoing basis to identify needs and measure progress: attendance, disciplinary actions, bullying incidents, transfer rates, referrals to community agencies, number special education students, dropout rates (for middle/high school)	9	7
2. Assessment & Action	Use an action planning process to prioritize, monitor, and document any actions that are implemented. Include plans for measuring reach and impact of implemented actions on the intended target audience (students, parents/caregivers, staff, etc).	6	2
2. Assessment & Action	Communicate progress on your healthy school actions at least twice annually regardless of whether the action is completed yet-with students, parents/caregivers, staff, administrators, school board, the community, other schools.	7	6.5
3. SIP	Include monitoring of key outcome measures in the School Improvement Plan, including attendance, disciplinary actions, bullying incidents, transfer rates, referrals to community agencies, number of special education students, and (for middle/high school) drop out rates.	14	10
4. School Culture	Students are regularly provided with an ongoing array of positive health messages to help establish and maintain a culture of wellness throughout the school.	4	3.5
4. School Culture	Have key services available and sufficient to meet the needs of all students with regard to physical, social and emotional health and safety. Services can be provided by qualified employees or community agencies.	5	2.5
4. School Culture	Offer a wide range of opportunities to ALL for student engagement, including those that give students a chance to influence decisions, contribute, take ownership and feel connected to school.	6	5
4. School Culture	Provide an atmosphere and opportunities that enable at least 75% of students annually to demonstrate behaviors that indicate positive integration into the school culture (perceptions/sense of belonging).	11	7
5. Partnerships	Clearly demonstrate that parent/caregiver involvement is valued by expressing appreciation for volunteers, all staff showing a welcoming attitude, and through prompt, respectful responses to feedback and questions.	5	4
5. Partnerships	Monitor positive parent/caregiver engagement as evidenced by participation, volunteering, leadership, communication with the school, and providing input, with a goal of having most	7	3.5

	parents/caregivers actively engaged in some fashion annually.		
5. Partnerships	Establish and maintain a variety of active community partnerships, involving collaboration on ongoing programs or activities or events/activities 3 or more times each year.	26	18

Sub-topic Area	Best Practices Not Achieved	Maximum Possible Points	Your Score
3. SIP	Include health-related strategies in your School Improvement Plan and monitor progress related to these strategies at least twice per year.	7	0
3. SIP	Include the monitoring of student health behaviors in the School Improvement Plan.	3	0
3. SIP	Include professional development related to improving the health of students and staff in the School Improvement Plan.	3	0
3. SIP	Use input from health related assessments, including the Healthy School Action Tools (HSAT) assessment and, if middle/high school, MiPHY, to make data driven decisions when developing the School Improvement Plan.	11	0
3. SIP	Include a parent/caregiver representative on the School Improvement Plan Team and involve them in the annual SIP review.	3	0