

EANES INDEPENDENT SCHOOL DISTRICT
WELLNESS PLAN ASSESSMENT TEMPLATE
Self-Assessment Scorecards

Eanes Independent School District Wellness Plan Assessment Template

All EISD schools must be assessed once every three years on their implementation of the EISD Wellness Plan (FFA LOCAL). The assessment tool has three different modules; Nutrition Promotion/Education, Physical Activity, and School Based Activities. Each school will evaluate the three modules and document their findings on the Final Scorecard. The Final Scorecard of the assessment will be shared with the district SSHAC committee as per FFA policy and regulations. Present each of the modules and the “actions steps” your campus would like to take in order to improve.

A group of school community members will score and discuss each module. This group must include but is not limited to a school administrator, staff member, parent, student, school nurse, and representative from child nutrition; other members as deemed appropriate may be included.

Every committee member will score all three modules. After each member individually scores the modules, the committee will come to a consensus on scores and note these on the final page of the assessment. For any score that is not marked "S", Fully in Place, the item number will be noted along with progress made and strategies for improvement.

ADD: DIRECTIONS on reporting/LIST COMMUNITY Members...FEEDBACK on Wellness Plan

The rotation will be as follows:

2018-2019	Cedar Creek Elementary Forest Trail Elementary Valley View Elementary
2019-2020	Barton Creek Elementary Eanes Elementary Hill Country Middle School
2020-2021	Bridge Point Elementary West Ridge Middle School Westlake High School

EANES ISD - WELLNESS PLAN ASSESSMENT
Module 1: Nutrition Promotion/Nutrition Education
Scorecard
(photocopy for each team member)

The Eanes ISD Wellness Plan Assessment has been developed using the SHI created by the Center for Disease Control (CDC) as a guide; it is not intended to be a replication of that document. Specifically, Modules 1, 3, 4, 6, 7, 8, and 10 of the SHI were referenced. This document supports the goals, objectives, and action steps of the EISD Wellness Plan. In the spirit of the SHI, an important purpose of this document is the discussion that occurs around each statement, not the score itself. Nonetheless, per FFA policy and regulations, “the District will measure and make available to the public the results of an assessment of the implementation of the District’s wellness policy, the extent to which each campus is compliant with the wellness policy, a description of the progress made in attaining the goals of the wellness policy, and the extent to which the wellness policy compares with any state or federally designated model wellness policies.”

Each statement below correlates to one or more action steps on the EISD Wellness Plan. A group of school community members will score and discuss each module. This group must include but is not limited to a school administrator, staff member, parent, student, school nurse, and representative from child nutrition; other members as deemed appropriate may be included.

Instructions

1. Circle the most appropriate marking for each item (S=strong, P=progressing, B=beginning, 0=not in place).
2. After responding to all the items, provide the sum of each column.
3. For any score that is not marked "S", Fully In Place, in the comments section on the final page, identify the item number, indicate the progress made and strategies for improvement.

	Fully in Place (Strong)	Partially in Place (Progress-ing)	Under Develop-ment (Begin-ning)	Not in Place
Nutrition Promotion				
1.1. Video monitors or posters are used to display nutritional information for students.	S	P	B	0
1.2 Messages containing nutritional information are provided to students (announcements, posters, etc.)	S	P	B	0
1.3. A system is in place for coding foods for students to identify healthy choices (green, yellow, red, e.g.)	S	P	B	0

1.4. Care has been taken to place nutritious products front and center (e.g. white milk in front of other beverages).	S	P	B	0
1.5. A variety of mixed whole fruits is displayed.	S	P	B	0
1.6. Plant based foods are offered on all serving lines.	S	P	B	0
1.7. Parents understand the coding system used by students to identify healthy choices.	S	P	B	0
1.8. Parents understand how to monitor the food their children consume.	S	P	B	0
1.9. Parents and students understand how food impacts the body and brain.	S	P	B	0

Nutrition Education

1.10. Students receive instruction on nutrition and health-related issues (health, science, PE, e.g.).	S	P	B	0
1.11. Food service provides nutrition information in their messaging.	S	P	B	0
1.12. The staff integrates nutrition information/education into curricula as much as possible and as appropriate.	S	P	B	0
1.13. Staff development on best practices for delivering the nutrition educational program has been provided for teachers directly responsible for delivering this instruction (P.E., science, health, e.g.).	S	P	B	0

COLUMN TOTALS: For each column, add up the numbers that are circled and enter the sum of each column out of the total number possible.

/13	/13	/13	/13
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EANES ISD - WELLNESS PLAN ASSESSMENT

Module 2: Physical Activity

(photocopy for each team member)

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Instructions

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	Fully in Place (Strong)	Partially in Place (Progress -ing)	Under Development (Begin-ning)	Not in Place
Physical Activity				
2.1. Elementary students have daily unstructured recess (Secondary only).	S	P	B	0
2.2. Secondary schools provide courses that encourage physical activity (Elementary only).	S	P	B	0
2.3. Water fountains are accessible and in working order.	S	P	B	0

2.4. All students have access to water during the school day.	S	P	B	0
2.5. Students receive adequate supervision during physical activities.	S	P	B	0
2.6. Teachers integrate movement into the student learning environment.	S	P	B	0
2.7. Teachers receive staff development on the best instructional practices for incorporating movement into the classroom.	S	P	B	0
2.8. Teachers receive staff development on the impact of physical activity on learning.	S	P	B	0
2.9. Administrators and teacher leaders model movement in staff development, meetings, etc.	S	P	B	0
2.10. Flexible furniture and spaces exist within classrooms.	S	P	B	0
2.11. Employees know about discount opportunities for physical activity (e.g. gyms, exercise classes, etc.).	S	P	B	0
2.12. Staff are encouraged to teach and/or participate in physical activity offerings through community education offerings.	S	P	B	0
2.13. Campus activities are provided that provide staff wellness.	S	P	B	0
2.14. Staff has access to gyms and weight rooms when available.	S	P	B	0
2.15. Parents are encouraged to participate as a family in physical activities outside of the school day.	S	P	B	0
2.16. School recreational facilities are available for individual and family use outside of the school day, if not rented or used.	S	P	B	0
2.17. The campus communicates with parents about opportunities to use school recreation facilities.	S	P	B	0

COLUMN TOTALS: For each column, add up the numbers that are circled and enter the sum of each column out of the total number possible.

/16	/16	/16	/16
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EANES ISD - WELLNESS PLAN ASSESSMENT

Module 3: School Based Activities

Score Card

(photocopy for each team member)

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Instructions

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2. After responding to all the items, provide the sum of each column.
3. For any score that is not marked "S", Fully in Place, in the comments section on the final page, identify the item number, indicate the progress made and any strategies for improvement.

Fully in Place (Strong)	Partially in Place (Progress -ing)	Under Develo p-ment (Begin- ning)	Not in Place
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School Based Activities

3.1. Our campus ensures that students have adequate time to eat a lunch that ensures maximum nutritional value with the least amount of food waste.	S	P	B	0
3.2. Our cafeteria practices encourage students to take full advantage of their meal time.	S	P	B	0
3.3. Food menus are legible and large.	S	P	B	0

3.4. The cafeteria is sufficiently monitored through staff and other volunteers.	S	P	B	0
3.5. Students clean up after themselves.	S	P	B	0
3.6. The cafeteria is clean during during meal times.	S	P	B	0
3.7. There is always adequate seating during meal times.	S	P	B	0
3.8. Operable hand cleaning stations and/or devices are available in/or near all cafeterias.	S	P	B	0
3.9. Parents have access to a series of speakers and resources that promote wellness for students and families.	S	P	B	0
3.10. Students know who the counselors are and how to access services.	S	P	B	0
3.11. Students understand and internalize the five SEL competencies.	S	P	B	0
3.12. The school community knows about family health events (e.g. Health Nights, shot clinics...).	S	P	B	0
3.13. Booster clubs provide healthy food choices.	S	P	B	0
3.14. The overall school climate is positive for staff and students.	S	P	B	0
3.15. Goals have been set for improvement based on results of climate assessment.	S	P	B	0
3.16. Every student has at least one significant adult on campus with whom they connect.	S	P	B	0
3.17. Students and staff are aware of Quick Report for anonymous student concerns.	S	P	B	0
3.18. Transition programs are in place for key years (5-6, 8-9, post graduation).	S	P	B	0
3.19. Materials about employee benefits are visible in high traffic areas (e.g. Employee Assistance Program, free flu shots).	S	P	B	0
3.20. The campus partners with the community in promoting wellness assessments.	S	P	B	0
COLUMN TOTALS: For each column, add up the numbers that are circled and enter the sum of each column out of the total number possible.	/20	/20	/20	/20

**EANES ISD - WELLNESS PLAN ASSESSMENT
FINAL SCORE CARD**

School Name: _____

Date: _____

Names and Positions of Evaluation Team:

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The Final Scorecard will be shared with the district SSHAC committee.

Instructions

1. Come to a consensus as a committee on the score for each module.
2. Write the agreed upon score for each module in the box provided.
3. For any score that is not marked "S", Fully in Place, indicate the item number, the progress made in this area and any strategies for improvement in the comments section.
(example: 2.3 Waiting for work order placed 2/23/2018 to be completed.)
4. The school should be prepared to present results to the SSHAC committee at the February or April SSHAC meeting.

	Fully in Place (Strong)	Partially in Place (Progress-ing)	Under Develop-ment (Begin-ning)	Not in Place
Module 1: Nutrition Promotion/Education				
Totals	/13	/13	/13	/13

Action steps our school will take in the spirit of continuous improvement in the module are (list one or two action items):

	Fully in Place (Strong)	Partially in Place (Progress-ing)	Under Develop-ment (Begin-ning)	Not in Place
Module 2: Physical Activity Totals				
Totals	/16	/16	/16	/16

Action steps our school will take in the spirit of continuous improvement in the module are (list one or two action items):

	Fully in Place (Strong)	Partially in Place (Progress-ing)	Under Develop-ment (Begin-ning)	Not in Place
Module 3: School Based Activities Totals				
Totals	/20	/20	/20	/20

Action steps our school will take in the spirit of continuous improvement in the module are (list one or two action items):

A school committee for (name of school) _____ has evaluated the campus based on the EISD Wellness Plan Assessment Tool. Where appropriate, we have indicated the progress made and strategies for improvement. We believe that our campus evaluation indicated that we are: (circle one below)

Compliant with the District Wellness Plan

Not compliant with the District Wellness Plan

Signature of School Principal: _____

Signature of SSHAC Representative: _____

Date: _____