

**HEALTH AND PHYSICAL EDUCATION PROGRAMS  
SIX-YEAR INSTRUCTIONAL PLAN  
June 9, 2008**

**ABSTRACT**

Over the next six years the Health and PE program will:

- Continue to develop standard-based curriculum and pacing guides in established and elective areas.
- Continue to develop and implement standards-based assessment and reporting in elementary physical education.
- Identify and pursue implementation of health and PE career pathway opportunities for comprehensive high schools.
- Sustain and expand health-related peer education opportunities.
- Promote positive health choices and increase fitness among students by supporting schools' wellness initiatives and fidelity of instruction

Health and Physical Education Six-Year Instructional Plan FY07 to FY12

Year 1 FY 2006 - 2007	Year 2 FY 2007- 2008	Year 3 FY 2008 - 2009	Year 4 FY 2009 - 2010	Year 5 FY 2010 – 2011	Year 6 FY 2011 - 2012
<p><b>Goal 1:</b></p> <ul style="list-style-type: none"> <li>▪ Increase achievement of all students</li> <li>▪ Reduce achievement gap</li> </ul>					
<p><i>Develop high school health curriculum guides for <u>Healthy Life Skills and First Aid</u> elective courses.</i></p>	<p><b>High school elective health curriculum guides for First Aid in use with support for resource materials and teacher training.</b></p> <p><b><u>Healthy Life Skills curriculum guide in development.</u></b></p>	<p><b><u>High school elective health curriculum guides for Healthy Life Skills in use with support for resource materials and teacher training.</u></b></p> <p><i>Begin conceptual development of new high school health elective(s) i.e., Healthy Relationships.</i></p>	<p style="text-align: center;">—————→</p> <p><i>Develop curriculum guide for new elective(s) and recommend the change(s) to the School Board. Conduct teacher training.</i></p>	<p style="text-align: center;">—————→</p>	<p style="text-align: center;">—————→</p>
<p><i>Identify practical health/physical education (PE) career pathway opportunities that are “certificate” programs which can be provided in comprehensive high schools.</i></p>	<p><i>Identify funding sources and begin training sequence for existing teacher(s) to become certified to teach designated “certificate” program(s).</i></p>	<p><i>Continue teacher training sequence.</i></p> <p><i>Develop a curriculum guide for <u>health/fitness-related certificate course.</u></i></p>	<p><b>Implement at least one Health/PE “certificate” program/course in two comprehensive high schools.</b></p>	<p><i>Expand “certificate” programs to at least two additional comprehensive high schools.</i></p>	<p><i>Expand “certificate” programs to at least two additional comprehensive high schools</i></p>
<p><b>Sustain health-related, HIV/AIDS peer education in high schools.</b></p>	<p style="text-align: center;">—————→</p>	<p><i><u>Identify new funding source for HIV/AIDS peer education in high schools.</u></i></p>	<p><b><u>Sustain health-related, HIV/AIDS peer education in high schools.</u></b></p>	<p style="text-align: center;">—————→</p>	<p style="text-align: center;">—————→</p>
<p><i>Begin conceptual development of a gun safety peer education program in collaboration with JROTC instructors.</i></p>	<p><i>Establish and formalize peer education procedures and program for gun safety to be delivered through JROTC beginning in elementary schools. <u>Field test at 1-2 high schools and feeder schools.</u></i></p>	<p><i>Implement gun safety peer education program with class presentations <u>in elementary schools</u> in response to teacher/principal requests. <u>Expand presentations for middle school and high school students.</u></i></p>	<p><b>Gun safety peer education provided by all interested JROTC cadres in comprehensive high schools.</b></p>	<p style="text-align: center;">—————→</p>	<p style="text-align: center;">—————→</p>

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				<i>Review and revise K-6 health curriculum.</i>	<i>Review and revise 7-12 health curriculum with articulation to K-6 curriculum.</i>
<i>Finalize development of high school PE curriculum guide folders.</i>	<b>High school PE curriculum guide folders in use in all high schools following training at Fall inservice.</b>	→	→	→	→
	<i>Middle school PE curriculum guide folder development begins with Fall inservice.</i>	<i>Middle school PE curriculum guide folder development begins with Fall inservice for interested middle schools. (moved from 07/08)</i>	<b>Middle school PE curriculum guide folders in use in all interested middle schools.</b> (moved from 08/09)	→	→
	<u><i>Develop SBAR rubrics and faceplates for elementary P.E.</i></u>	<del><i>Elementary PE curriculum revisited to stay abreast of standards-based report card developments in this content area.</i></del>  <u><i>Develop and pilot P.E. rubrics and faceplates with identified elementary school teachers. Alternatives to using the technology interface will be explored.</i></u>	<u><i>SBAR will be expanded to include elementary physical education.</i></u>  <u><i>Expand pilot of P.E. rubrics and faceplates with identified elementary school teachers.</i></u>		
<b>Goal 2: Supportive and Effective Learning Environment</b>					
<b>District Wellness Policy in place.</b>  <i>Continued collaboration with Mayor’s Task Force and State’s Obesity Program personnel. Implementation of phased Wellness Plan in process.</i>	→ →	→ →	→ →	→ →	→ →

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<p>District removes sodas from vending machines and limits unhealthy snacks in schools.</p>	<p><i>Identify funding sources for lunch time salad bar at high schools, based on Service High School's student-driven vision.</i></p>	<p>Support implementation of additional nutrition-based recommendations from Wellness Plan.</p>	<p>—————&gt;</p>	<p>—————&gt;</p>	<p>—————&gt;</p>
	<p>Continued collaboration with Elementary Education Division and Human Resources in the hiring of approximately 25 new elementary PE teachers to increase minutes of PE.</p> <p>Prepare training, initiation materials and resources for new PE teachers.</p>	<p>Support new PE teachers with continued training and mentoring.</p>			
<p>District supports Healthy Futures initiative to promote and facilitate increased physical activity among students before, during and after school.</p>	<p>Support implementation of additional fitness-based recommendations from Wellness Plan.</p>	<p>—————&gt;</p>	<p>—————&gt;</p>	<p>—————&gt;</p>	<p>—————&gt;</p>
<p>Collect height and weight data K-12 from sample of students in collaboration with school nurses and State Obesity Program establishing baseline obesity data in first year of removal of sodas from vending machines.</p>	<p>Monitor by continuing to collaborate with school nurses on collection of height and weight data to track changes in obesity among ASD student population K-12.</p>	<p>—————&gt;</p>	<p>—————&gt;</p>	<p>—————&gt;</p>	<p>Height and weight data show steady improvements from 2007 baseline given five years of intentional wellness initiatives in areas of nutrition and physical activity.</p>
<p>Ensure fidelity of instruction of elementary health curriculum.</p> <p>Evaluate implementation of the elementary health curriculum (Great Body Shop) to assess thoroughness of instruction through online survey of teachers in Spring 2007.</p>	<p>—————&gt;</p> <p>Make adjustments to centralized support of elementary <u>health/SEL</u> teachers <u>specialists'</u> health instruction in collaboration with other administrators.</p>	<p>—————&gt;</p> <p>Continue to evaluate implementation of the elementary health curriculum through online survey.</p>	<p>—————&gt;</p> <p>Make adjustments to centralized support of elementary <u>health/SEL</u> teachers <u>specialists'</u> health instruction in collaboration with other administrators.</p>	<p>—————&gt;</p> <p>Continue to evaluate implementation of the elementary health curriculum through on-line survey.</p>	<p>—————&gt;</p>

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<i>Deliver K-6 health curriculum (Great Body Shop) teacher training through the ASD Summer Academy.</i>	→	→	→	→	→
<i>Offer K-6 health curriculum (Great Body Shop) teacher training as a UAA credit class during the school year.</i>	→	→	→	→	→
<i>Expand ASDSA class offerings to include yoga (as a follow up to Fall 2006 PE teacher in-service), social dance, and brain-based movement in support of established and emerging health and PE issues.</i>	<i>Expand ASDSA class offerings to build on existing and other emerging health and PE issues as appropriate and timely.</i>	→	→	→	→
	<p><i>Provide training at Administrative Advance on “Observation Checklist” and “Best Practices” Booklet.</i>  <i>Develop a reference tool for principals that they can refer to for the most pertinent health/PE information for Administrators.</i></p> <p><b>K-12 principals use the Health-PE reference tool readily accessible to them.</b></p>	<p><i>Develop a reference tool for principals that they can refer to for the most pertinent health/PE information for Administrators. (moved from 07/08)</i></p> <p><b>K-12 principals use the Health-PE reference tool readily accessible to them. (moved from 07/08)</b></p>	<p><i>Provide training at Administrative Advance on updated issues and procedures in Health and PE.</i></p> <p>→</p>	<p>→</p>	<p><i>Provide training at Administrative Advance on updated issues and procedures in Health and PE.</i></p> <p>→</p>
<b>Goal 3: Public Accountability</b>					
<b>Support and strengthen community partnerships for student health and wellness and for preparation of certificated PE teachers.</b>	→	→	→	→	→

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<p><i>Promote continuation and expansion of health and fitness efforts by PE teachers in collaboration with the Healthy Futures initiative sponsored by ConocoPhillips.</i></p> <p><i>Continue and embrace community partnerships for health and fitness e.g., Heart Run, Health Fairs, STAR, 4-A's.</i></p> <p><i>Collaborate with community agencies on collection, sharing and use of health and fitness data e.g., Youth Risk Behavior Survey.</i></p>	<p>→</p> <p>→</p> <p>→</p> <p><i>Facilitate H/PE internship opportunities with ASD master teachers for UAA Health/PE pre-service students considering teaching as a career.</i></p>	<p>→</p> <p>→</p> <p>→</p> <p><i>Continue to work with administrators to get a PE teaching certificate program at UAA. (Currently the program does not include a teaching certificate.) (UAA initiated MAT certification program in summer 2008.)</i></p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p>