

Multi-Cultural Aspect:

All students are involved in activities regardless of gender and all can be successful. When possible game origin from other cultures are presented to students. Students are exposed to games that help them gain a better understanding of people with physical disabilities.

What do we want students to learn?

Developing a healthy body is the major emphasis for students in grades three through six. Students are tested three times during the year in the areas of: cardiovascular endurance, upper body strength, abdominal strength, flexibility, and speed. These results are used to determine students' strengths and weaknesses. Students know there are no class ranks. Each individual is compared to him/herself. Students attempt to make improvements each testing period. About 50% of total class time is dedicated to activities that will enhance the six areas of fitness. Other portions of class time are spent on skill development in sport related activities and games.

Developing a healthy body is also a goal for students in grades kindergarten through second. Although they participate in activities that enhance their levels of physical fitness, more emphasis is placed on developing motor skills and creating an enjoyment for participating in physical activities and games.

This year we have incorporated a health curriculum into physical education for grades kindergarten through sixth. Once a week for approximately 10 to 15 minutes students are introduced to topics dealing with hygiene, body functions, nutrition, diseases-illnesses, substance abuse, making healthy-safe decisions, and appreciating being unique and accepting differences.

How do we know students are learning?

Students' fitness test results are entered into a program called Fitness Reporter and fitness report cards are created. The Spring report card will compare its results to the fall to determine if there is growth. The scores provided are standardized. A major learning focus that is communicated to students is for 100% of the students to evidence an improvement in their average percentile score from the fall assessment to spring assessment. This year seventy-four percent of the students tested in grades three through six improved their average percentile scores from the beginning of the year to the end.

A Fitness Check Sheet is used to display a student's test results during August, December, and April. A student's scores are compared for improvement during the testing periods. Individuals who improve in 4, 5, or six areas are recognized by the teacher. The class improvement chart evidences a class's improvement during a testing period. Again the class with the most improvement is recognized.

Class Improvements on Fitness Tests April, 2016 Fourth Quarter (Comparing August results with April)

| Teacher's Name | Sit ups | Shuttle Run | Pull-ups | Sit and Reach | Mile or half mile Run | Flex Arm Hang |
|------------------------|-------------|-------------|------------|---------------|-----------------------|---------------|
| Mr. Eckhardt | 72% | 80% | 16% | 60% | 68% | 56% |
| Mrs. Gubbels | 74% | 26% | 13% | 78% | 73% | 65% |
| Mrs. Hassenauer | 83% | 58% | 17% | 63% | 75% | 67% |
| Mrs. Wolf | 100% | 65% | 20% | 40% | 75% | 80% |
| Mrs. Fairhead | 94% | 89% | 31% | 50% | 69% | 81% |
| Mrs. Fedde | 94% | 75% | 19% | 63% | 87% | 81% |

The class with the most improvement between August, 2015 and April, 2016 testing was

Mrs. Fedde's class.

All School Improvement on Fitness Tests

(Percentage of students who improved their scores from previous tests.)

| 2015-16 | Sit ups | Shuttle Run | Pull ups | Sit and Reach | Mile or ½ Mile Run | Flex Arm Hang |
|---|------------|-------------|------------|---------------|--------------------|---------------|
| December ,2015 Compare Aug. to Dec. | 75% | 56% | 24% | 53% | 37% | 69% |
| April, 2016 Compare Aug. to Apr | 86% | 61% | 19% | 58% | 75% | 72% |

During the year students in grades kindergarten through second are exposed to practice or activities that would increase their skill level in the areas of motor skills, ball skills, or general strength. Quarterly students are tested in these areas to demonstrate their proficiency.

How we respond when students are not learning?

In physical education the main priority is to engage students and keep them motivated. One means to engage students is to incorporate a variety of training methods that appeal to a wide range of interest levels. If a class has a lack of improvement in a fitness area during a testing period, that will be the class focus for the next quarter.

Other Information

This year we started a modified physical education class for six elementary special needs students. The class meets once a week for 25 minutes. All students do participate in regular physical education class and there are some modifications to assist in creating their successes. However, having this class period has provided more one on one individual instruction. It has given students an opportunity to get extra practice at a slower pace, and it allows me to select activities that at times are more appropriate for the age and skill level of the group.

Jump Rope for Heart was conducted this year in the elementary. It is our school's charity fund raiser that we participate in every two years. This year students raised about \$2,400 for the American Heart Association. In addition to exposing students to the value of helping others, students were educated in the areas of stroke, heart attack, and the essential elements of a healthy lifestyle.

On May 20th all students will participate in the annual elementary track meet.