

SAMPLE TEMPLATE: CLASSROOM-FOCUSED IMPROVEMENT PROCESS (CFIP)

Middle School Physical Education, June 20__

DATA SOURCES: *FitnessGram Health-Related Physical Fitness Assessment*

ESSENTIAL KNOWLEDGE AND SKILLS ASSESSED:

Standard V: Physical Activity

Students will demonstrate the ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, and purposeful program of physical activity consistent with their health, performance, and fitness goals in order to gain health and cognitive/academic benefits:

- *Evaluate individual aerobic capacity/cardiorespiratory fitness*
- *Evaluate individual muscular strength and muscular endurance*
- *Evaluate individual flexibility*

Orientation Step 1: Identify the relevant assessments and define the terms used in the assessment data reports (as needed).

Administration of the FitnessGram Health-Related Fitness Assessment given at the beginning and end of the school year. PACER Test used to assess aerobic capacity/cardiorespiratory endurance. Push-up and curl-up used to assess muscular strength and muscular endurance. Back-saver sit and reach, shoulder stretch, and prone trunk lift used to assess flexibility.

Question Step 2: Identify the questions to answer in this data dialogue.

- *To what extent have students improved their health-related fitness scores in each of the tested areas?*

Patterns Step 3: Identify the major patterns of students' strengths and needs at the class level (if possible, by using more than one data source).

MAJOR PATTERNS OF CLASS STRENGTHS	MAJOR PATTERNS OF CLASS NEEDS
<ul style="list-style-type: none"> • <i>Physical fitness tests assessing students' muscular endurance and strength (push-up and curl-up)</i> • <i>Physical fitness tests assessing students' flexibility (back-saver sit and reach, shoulder stretch, and prone trunk lift)</i> 	<ul style="list-style-type: none"> • <i>Physical fitness test assessing aerobic capacity/cardiorespiratory endurance (PACER test).</i>

Action Step 4: Use the Reflection Guide to help identify the instructional factors that might have contributed to the patterns of student needs. Identify the steps that team members will take to address the patterns of class-level needs and determine when and how re-assessment will occur.

SPECIFIC STEPS WE WILL TAKE TO ADDRESS THE PATTERNS OF CLASS NEEDS

Classes have a very limited time to participate in warm-up activities and therefore cannot elevate their heart rate and respiration for an extended period of time, which may have contributed to their lack of aerobic capacity/cardiorespiratory endurance. Therefore, next year we will:

- *Integrate more aerobic activities into the daily class activities so that the students can improve their aerobic capacity/cardiovascular endurance.*
- *Incorporate sport skill warm-ups and activities that use modifications to the PACER test as a means for skill improvement and aerobic conditioning.*
- *Practice the PACER test on a regular basis so that the students can work on their aerobic conditioning.*
- *Integrate student fitness plans that allow students to participate in aerobic activity and track their heart rate during activity.*
- *Integrate student fitness plans that allow students to track their progress from pre to post-test. Create lesson components focusing on increasing student understanding of the health benefits of exercise and why it is important to have a strong heart and lungs.*
- *Set school goals for aerobic capacity/cardiorespiratory fitness based on the school's fitness data.*

IF CLASS FOLLOW-UP IS NEEDED, SKIP TO STEP 6. COME BACK TO STEP 5 AFTER FOLLOW-UP AND RE-ASSESSMENT HAVE OCCURRED.

Differentiation Step 5: After follow-up and re-assessment (if necessary), identify the students who excelled and those who still need additional assistance. Identify and implement in-class enrichments and interventions for both groups of students.

STUDENTS WHO PERFORMED PARTICULARLY WELL	SPECIFIC STEPS WE WILL TAKE IN CLASS TO ENRICH THE LEARNING OF THESE STUDENTS	STUDENTS WHO STILL NEED WORK AFTER CLASS FOLLOW-UP	SPECIFIC STEPS WE WILL TAKE IN CLASS TO HELP MORE STUDENTS BECOME PROFICIENT
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<p><i>Students who scored within the “Healthy Fitness Zone”</i></p>	<p><i>These students will have the opportunity to develop and lead a variety of warm-ups and activities related to improvement of the health related components of fitness.</i></p> <p><i>Under teacher guidance, students will develop a personal fitness plan, set quarterly goals, and reflect periodically on their progress toward those goals.</i></p>	<p><i>Students who scored between the areas of “some” and “high” risk.</i></p>	<p><i>These students will be assigned the task of charting their pre-test scores and working throughout the school year to improve their scores.</i></p> <p><i>Under teacher guidance, students will develop a personal fitness plan, set quarterly goals, and reflect periodically on progress toward those goals.</i></p> <p><i>Students will partner with others who have fitness scores in the Healthy Fitness Zone so they can work together during warm-ups and daily class activities and provide feedback to each related to fitness improvement.</i></p>
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Future Planning Step 6: Identify a skill or concept to be taught in the next few weeks that students will probably find difficult. Collaboratively plan instructional strategies to teach the difficult concept in a new and innovative way. Reflect on the success of the CFIP session and plan for the next meeting. Implement the agreed-upon instructional improvements and be ready to report on their success at a future CFIP session.

SPECIFIC INSTRUCTIONAL ENHANCEMENTS TO A LATER TOPIC
<p><i>Incorporate greater involvement of students in structuring and planning instructional activities, so students can begin to understand the benefits of exercise and its relationship to having fitness scores in the Healthy Fitness Zone.</i></p> <p><u><i>Remaining Questions:</i></u></p> <ul style="list-style-type: none"> <i>• What can we do as a department to encourage students who do not see any importance in doing well in the FitnessGram tests to take the assessment seriously and to perform to the best of their ability?</i> <i>• How can we get parents involved in the FitnessGram assessments so that they may help their students develop strategies for improving or maintaining their current health-related fitness levels?</i> <i>• What can we do as a department to help students examine barriers to exercise adherence and to develop strategies for overcoming personal, environmental, and or social factors affecting personal exercise adherence?</i> <p><u><i>Next Meeting:</i></u> <i>Department meeting scheduled for two weeks</i></p>