**Physical Education Annual Review Minutes**

**January 26, 2015**

The Physical Education Annual Review Meeting took place on Monday, January 26, 2015 at 3:35 p.m. in the GCMS High School Library. The committee members reported on how the new Illinois Enhance P.E. curriculum was working at their specific grade levels. Teachers covered strengths, weaknesses, and challenges. Those in attendance were: Chad Acree, Mike Allen, Matthew Crews, Amy Doman, Kathy Hussey, Chrystal Little, KiLee Lidwell McFerren, Erin Nuss, Sharon Pool, and Michael Schwenk.

**Elementary Report- Chrystal Little and Michael Schwenk:**

Strengths:

* 4th and 5th graders have been keeping a log of how many steps they get in a fitness folder. This is also a place for them to keep their pacer test scores, goals, and other wellness Wednesday assessments that we have done. Marathon Mondays give those students a chance to keep a running log of their activities. This will be a great method to show student growth.
* Our activities are centered on most kids moving, most of the time.
* Taking out our daily exercises and getting right into the activities, has increased activity time and participation a great deal. There is less transitioning and less time for undesirable behaviors.

Weaknesses/Difficulties:

We haven’t really had difficulties with the change this year, as most of these changes were implemented last year. Last year we did have some moans and groans from our 5th grade students, but our current students are familiar with our expectations and do their best to meet them daily.

Scheduling:

The kindergarten schedule has changed from having three sections in one class, to two groups of two classes, and then a single class. While the classes are only 20 minutes long, the teachers have been able to increase the activities, since there are fewer students. Both teachers have a double first grade session, which continues to be a challenge.

**Middle School- Chad Acree and Amy Doman:**

Pacing for the middle school p.e. curriculum has remained the same, with no challenges noted pertaining to the direction change of the curriculum. We had made the change to a more fitness-based physical education program years ago. The only changes were in the curriculum book, not class. Since the program is the same as in the past, there is nothing that is working any differently, good or bad. The students are accepting and understanding the need and methods for lifelong wellness.

Wednesday is cardio day, and Friday is their fun fitness day, which includes games, sprints, or relays. When the students runs, each time they have 15 to 30 seconds added to their run. Monday, Tuesday, and Thursdays continue to be the days for group activities.

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**High School P.E.- Kathy Hussey:**

Implementing the new high school curriculum portion is going well. I  
think there are a few adjustments that will need to be made as it  
continues to be implemented. There are some changes that need to be  
noted to the areas of Archery and Weightlifting in the curriculum.  
 Working on rubrics is a continual challenge. I have been trying to  
implement students teaching each other the basics because most of that  
is review for them by this time. The rubrics for peer assessment of skills need tuning and

maybe something should be readdressed to ensure learning has taken place. The  
students’ understanding of this process is at a beginning level.  
 I feel the Wednesday workouts are being accepted well, but I am not  
certain implementation on their own time is being done just yet. This period includes 5K training, but due to the length of the class period, the students can only work up to 20-minute jogs. I have an assignment asking them what they do on their own for the two  
other times during the week away from our Wednesday workout sessions,  
and only a small amount of students turn these in. Since it is for a  
grade, I am surprised by the lack of involvement. How do I make this be  
less of a perceived “waste of time”, and a positive outlook towards  
their own health?

**High School P.E.- Matt Crews:**

1st quarter (9 weeks):

* Weight lifting goal sheets (setting 1st quarter goals)
* Weight lifting max sheets (done each quarter)
* Weight lifting safety quiz
* Plyometrics- Jump training (every Tuesday)
* Skill-related performance assessments
* One-mile run
* 20 and 40 yard dash
* Broad jump
* Vertical jump
* 5-10-5 agility test
* Dot drill for time

2nd quarter (9 weeks):

* Revisit 1st quarter goals and set 2nd quarter weight lifting goals
* 2nd quarter weight lifting max sheets
* Major muscle groups quiz & Components of fitness quiz
* Plyometrics (Tuesdays)
* Final exam study sessions

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*Crews, continued*

* FitnessGram fitness tests (last week before holiday break)
* Body composition %
* PACER test (pre-test)
* Sit and Reach
* Push-ups test

3rd quarter (9 weeks):

* Revisit 2nd quarter goals and set 3rd quarter weight lifting goals
* 3rd quarter weight lifting max sheets
* Students develop their own weight lifting workout routines
* Anabolic steroids and supplements presentation
* FitnessGram fitness tests (end of 3rd quarter-start of 4th quarter)
* Body composition %
* PACER test (pre-test)
* Sit and Reach
* Push-ups test

4th quarter (9 weeks):

* Revisit 3rd quarter goals and set 4th quarter weight lifting goals
* 4th quarter weight lifting max sheets
* Continue student led workout routines
* Plyometrics- Jump training (every Tuesday)
* Final exam study sessions
* Skill-related performance assessments (last 2 weeks of school)
* One-mile run
* 20 and 40 yard dash
* Broad jump
* Vertical jump
* 5-10-5 agility test
* Dot drill for time

**What challenges have you faced since we have changed direction in our p.e. objectives?**

It was hard for me at first to be a facilitator and watch students work at their own pace.  I was typically a very direct teacher, who would push students to work hard and make sure they finished what I had planned for them.  However, after the 1st quarter, I really enjoyed watching the students work hard, taking responsibility for their own progress.  I was able to help them refine the technique they learned in class and offer suggestions for improvement.

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*Crews, continued*

**What has worked well for you?**

I really enjoy watching the students take responsibility for their own personal fitness.  The students really enjoy setting their own goals, developing their “own” workout routines, working at their own pace, and reflecting on what they have learned.  When students take accountability for their own progress, they perform at a higher level and develop skills that will help them across all areas of their lives.

**Do you feel that the students are accepting and understanding the need and methods for lifelong wellness?**

I have talked to all of my students in class and they are more confident in their abilities to work out safely on their own outside of the school day.  I have many students attending after school weight room, and joining clubs such as Choose-2-Change or Elite Performance.  The best example of a student promoting lifelong fitness as a result of FIT PE, was hearing about getting their family members to join with them!

**Do you have any ideas, suggestions, or concerns to share?**

I think we should reach out to some of the surrounding school districts and see how they are adjusting to the new state physical education objectives.  In addition, we could possibly find out what things are working or not working for them!  I think reaching out to the surrounding school districts will help us get some new ideas and really share some of our new experiences with them as well.

**High School- Josh Carter:**

I feel that things are going pretty well for the most part. As with most classes, students who are not self-motivated are having a difficult time. Some students complain because they say they are ready to do their own workout, so we will see how that goes when we create and implement the students' workouts. I like the idea of giving the students more ownership of their health and fitness, because those who are serious about it will benefit more in the long run.

**High School- Ryan Tompkins:**

The movement to holding the students more accountable and allowing them the freedom to develop a workout plan is an idea that will help foster necessary skills pertaining to them leading a healthy lifestyle.  They have to create a workout, find the motivation, and apply their knowledge, which is what they will need to do when they are on their own in the next few years. I am excited to see the development of this program.