Comprehensive School Physical Activity Programs

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SHAPE America

• Nation's largest membership organization of health and physical education professionals

• Six District Affiliates, 50 State Affiliates

• Works to advance professional practice and promote research related to health and physical education, physical activity, dance, and sport
Our Purpose Today

- Recognize the components of a Comprehensive School Physical Activity Program.
- Explore the seven steps for CSPAP
- Understand the process for developing, implementing, and evaluating CSPAP
Three Take-Away Concepts

- 5 Components
- 7 Steps
- Process: Develop, Implement, Evaluate CSPAP
Comprehensive School Physical Activity Program

CSPAP

- Physical Education
- Physical Activity Before and After School
- Physical Activity During School
- Family and Community Engagement
- Staff Involvement
What is CSPAP?

- Multicomponent approach to address PE and PA
- Activates youth in schools
- Helps meet national requirement for 60 min/day of PA
- Helps youth develop skill and habits for lifelong PA
Why Should Schools Provide Opportunities for Physical Activity?

When youth take part in regular physical activity, it produces multiple benefits, including:

• Building healthy bones and muscles.
• Decreasing the likelihood of obesity and disease risk factors, such as high blood pressure.
• Reducing anxiety and depression.
• Promoting positive mental health.
• Improving cognitive skills, concentration and academic performance.
The Essential Components of Physical Education

http://www.shapeamerica.org/upload/Essential-Components-of-Physical-Education.pdf
Essential Components of Physical Education

- Policy and Environment
- Curriculum
- Appropriate Instruction
- Student Assessment
Policy and Environment Background

- Define expectations for physical education
- Identify program elements, environmental metrics and expected standards for all students
- Ensure that all students have a physical education experience
- Include physical education policy in LSWP or school district/school regulations
Policy and Environment Components

- Student requirement to take physical education in all grades K-12
- Identified minute requirement for all grades
  - 150 minutes per week – elementary
  - 225 minutes per week - secondary
- Full inclusion of all students
- Waivers are not allowed
- Student exemptions are not allowed
Policy and Environment Components

- Substitutions for physical education are not allowed
- Class size equitable to other subjects
- Physical activity not assigned/withheld as punishment
- Physical education taught by state certified teacher endorsed to teach physical education
Curriculum Background

- Written, clearly articulated plan for how standards and education outcomes will be attained in physical education class
- Identifies the content to be taught K-12
- Spiraling, standards-based student objectives aligned with learning activities and student assessment
- Ensures equitable education for all students
Curriculum Components

• Written physical education curriculum for grades K-12 is sequential and comprehensive
• Based on national and/or state standards and grade-level outcomes for physical education
• Mirrors other school district and school curricula in its design and schedule for periodic review/update
Appropriate Instruction

Background

• Addresses diverse developmental levels through differentiated instruction
• Employs a wide variety of instructional strategies
• Aligns learning activities with the identified student objectives and outcomes for learning
• Provides students with the opportunity to demonstrate content and skill mastery
Appropriate Instruction Components

- Instructional practices support the student goals and objectives defined in the physical education curriculum.
- Physical education teacher evaluates student learning continually.
- Physical education teacher engages students in MVPA at least 50% of class time.
- Physical education teacher ensures the inclusion of all students and differentiates instruction.
Student Assessment

Background

• Gathering of evidence to track student progress throughout the learning sequence

• Aligned with student objectives and learning activities

• Used to make decisions about instruction and measure student learning continually

• Provides concrete evidence of whether students have achieved grade-level outcomes

• Includes a wide variety of assessment strategies
Student Assessment Components

- Aligned with national and/or state physical education standards and established grade-level outcomes
- Included in the written physical education curriculum along with administration protocols
- Includes evidence-based practices for all areas of instruction, including physical fitness
- Grading is related directly to the student learning objectives identified in the written physical education curriculum
- Physical education teacher follows protocols for reporting and communicating student progress to students and parents
Physical Education Program Checklist

• Corresponds with The Essential Components of Physical Education
• Enables stakeholders to examine their school's physical education program
• Enables schools to identify components that are in place, and components that are not in place
• Helps to identify strengths and weaknesses, and prioritize actions to strengthen the program

• http://www.shapeamerica.org/standards/guidelines/upload/physical-education-program-checklist.pdf
Physical Activity During School

This includes classroom activity and recess:

- **Classroom activity**
  - Even 5-10 minutes in duration contributes to cognitive health (Castelli et al., 2007)
  - PreK-12

- **Recess**
  - Minimum 20 minutes per day
  - Activity zones, active supervision, equipment, and multiple approaches
  - “Drop-in” physical activity in secondary schools

Physical Activity
Before and After School

• School or community-sponsored activities/clubs/programs before and after school
  – Active commuting to school
    • Walk and bike to school
    • Walking school bus
  – Physical activity walking and running clubs
  – Intramurals (voluntary, student-centered, and all students)
  – Joint use agreements with community centers/buildings

Staff Involvement

- Incorporate staff into PA programs
- Tailor programming to staff requests
- Service to staff via Employee Wellness Programs
  - Medical screenings
  - Brown bags
  - Walking programs
  - Group fitness
- PA breaks during meetings
- Role model for students

Family and Community Engagement

- Engaging families and community to be active beyond the school day
- Social support is critical in youth physical activity choices
- Parent/guardian-led activities
- Family events
- Youth sports

Coordination is Key

• CSPAP is a holistic approach to school physical activity
• Synergy across all components is critical
• Determine how each component complements the others
• Engage key stakeholders
• Communicate, communicate, communicate

CSPAP Guide: A Navigation Tool

• **Purpose:** to enable physical education teachers and other physical activity leaders to develop, implement, and evaluate a CSPAP

• **Components:**
  – Brief introduction
  – Step-by-step process
  – Tools and templates
Think of CSPAP as a Process

Develop ➔ Implement ➔ Evaluate
Step-by-Step Process for CSPAP

1. Establish a team/committee and designate a PAL
2. Conduct a needs assessment
3. Create vision, goals, and objectives
4. Identify intended outcomes
5. Develop your CSPAP plan
6. Implement
7. Evaluate
Step 1. Establish a CSPAP Team/Committee

• Should be a subcommittee of an existing school health council or school wellness committee

• Should represent a diverse group of education and health stakeholders

• Serves in an advisory and decision-making role for establishing, implementing, and evaluating the CSPAP
Step 2: Conduct a needs assessment

• Identify existing physical activity policies, programs, and practices in the school

TOOLS

School Health Index
http://www.cdc.gov/healthyyouth/shi/

Healthy Schools Program Inventory/LMAS Assessment
https://schools.healthiergeneration.org/6_step_process/assess_your_school/about_the_inventory/

School Physical Activity Assessment
http://activelivingresearch.org/school-physical-activity-policy-assessment-s-papa
Step 3: Create vision, goals, and objectives

- **Vision statement**
  - Shared sense of purpose
  - Framework for establishing goals, objectives, and activities for CSPAP
  - Implications for how CSPAP is organized

- **Goals**
  - Describe the long-term (5+ years) results or impact of CSPAP
  - Establish overall direction for and focus of a program
  - Serve as the foundation for developing program objectives
Step 3: Create vision, goals, and objectives

• Objectives
  – Describe program results to be achieved and how they will be achieved (use SMART objectives)
  – Have specific timelines for accomplishment
  – Align with goals
Step 4: Identify intended outcomes

- Identify early on what changes you want to see as a result of CSPAP

- Outcomes include changes in:
  - Knowledge, attitudes, skills, behaviors, status, or level of functioning

- Three time blocks:
  - Short-term: 1-3 years
  - Intermediate: 3-5 years
  - Long-term: 4-6 years

- Identify indicators to monitor progress over time
Step 5: Develop your CSPAP plan

- Identify current resources
- Select activities currently/potentially offered
- Identify available activity time
- Identify activity leaders
- Develop budget
- Develop sustainability strategies for your CSPAP
- Develop communication and marketing strategies
Step 6: Implement your CSPAP

- Document what will be done, by whom, when, and how
- Serves as a checklist for the committee
- Aligns with the goals and objectives
- Consider implementation approach
Creating a CSPAP Implementation Plan

• CSPAP Implementation Plan template
• Identify tasks, activities, or strategies to be accomplished
  – Who will lead the task?
  – Start data
  – Deadline
  – Necessary resources for implementing the task
  – Potential barriers to implementing the task
  – What communication strategies are needed for this task?
3 Implementation Approaches

- **Pilot**: small scale implementation planned as a test or trial

- **Phased**: a strategy to initiate a new program so that different parts of the school implement the change at different times and with varying intensity levels

- **Full-scale**: employing all resources and implementing each strategy
Step 7: Evaluate your CSPAP

- Purpose of evaluation
  - Describe, understand, and plan programs
  - Document what has happened in programs
  - Improve programs

- Two types of evaluation
  - Process
  - Outcome

- Conducting an evaluation
  - Part of program planning

- Using the data

WHAT?  HOW?  WHO?

SHAPE America
Society of Health and Physical Educators
health. moves. minds.
Communicating Success

• Stories, pictures and numbers
• Consider your community
• Identify your target audiences
• Tailor your messages
• Show the impact
• Create straightforward, easy to understand messages
Three Take-Aways

Five Components

Seven Steps

Process: Develop, Implement, Evaluate
Resources for CSPAP

• Comprehensive School Physical Activity Programs: A Guide for Schools
  http://www.cdc.gov/healthyschools/physicalactivity/cspap.htm

• Comprehensive School Physical Activity Programs Website
  http://www.shapeamerica.org/CSPAP/

• Let’s Move! Active Schools
  http://www.letsmoveschools.org/
Need Assistance?

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