

Report to the Governor's Council on Physical Fitness

May 28, 2008

Overview of Participation in the Governor's Fitness Challenge by Elementary Schools in Winter Park, Maitland and Eatonville, FL



Prepared by Debbie Watson, Vice President – Winter Park Health Foundation



For more information, visit:
www.wphf.org and www.healthykidstoday.org

	ALOMA ELEMENTARY SCHOOL (Winter Park)
School profile	46.3% Free/Reduced-Price Lunch 90.3% Stability Rate 39.83% White, 13.33% Black, 30.41% Hispanic, 16.43% Other School Grade = A
# of students participating (% of school enrollment)	276 (60%)
Delivery method – frequency, duration, etc.	Three 30-min sessions per week; grades 2-5 (fit existing PE schedule at the school)
Use of themes & podcasts	Didn't use; not enough time to review or use
Positives	Similar to what school already did with Pres Council testing; overall very good program and willing to continue if timing different
Negatives	Timing – pre-tests during FCAT and submitted prior to spring break
Suggestions	Move the pre-tests to fall; begin at beginning of school year; given more time might be able to incorporate use in the extended day program
Additional comments	Talked about each component that was measured including what could be done outside of school too – flexibility, endurance, speed; then did activities to improve (i.e; yoga for flexibility, plyometrics for speed & power, etc.)
P.E. Teacher (contact info)	Kathy Styron 407/672-3100, x228 Kathleen.styron@ocps.net

	BROOKSHIRE ELEMENTARY SCHOOL (Winter Park)
School profile	24.8% Free/Reduced-Price Lunch 94.9% Stability Rate 71.86% White, 9.05% Black, 13.10% Hispanic, 5.99% Other School Grade = B
# of students participating (% of school enrollment)	489 (94%)
Delivery method: frequency, duration, etc.	Upper grades – 40-min. sessions 3x per week Lower grades – 35-min. sessions 2x per week plus 20 min. or recess daily (Challenge activities fit within existing PE schedule at the school)
Use of themes & podcasts	Didn't find them to be useful – difficult to open; received too late to be used; similar info already provided on teacher's web page
Positives	Some of the Fitness Challenge tests were fun for all students to participate in; Challenge activities were adaptable to already-planned lessons for PE classes; with long-term planning, Fitness Challenge activities could be incorporated into before-school PE clubs and extended day program; and rewards could be given to students who participate in activities outside of school
Negatives	Needed more time for advance planning – ideally before the school year begins to align with state and national PE standards; lessons arrived much too late to effectively align resources, divide classes and assign teaching responsibilities; many lessons were already planned, in place and tough to rearrange; the emphasis with much of the testing was on sport skill assessments vs. health-related physical fitness and lifelong wellness; length of time between pre- and post-tests was not adequate to demonstrate significant improvement (it generally takes a minimum of 6 weeks for improvement in any physical skill or conditioning, and real gains in speed or strength often require at least 12 weeks).
Suggestions	Challenge needs to be planned and detailed prior to the start of the school year; NASPE or AAHPERD standards need to be followed; and provide more flexibility for PE teachers to use their existing PE programs and wellness/fitness initiatives vs. replacing them
Additional comments	More funding is needed to ensure reasonable student/teacher ratios in PE for safety, instruction and greater student participation
P.E. Teacher (contact info)	Randi Topps 407/623-1400 Randi.topps@ocps.net

	CHENEY ELEMENTARY SCHOOL (Orlando/East Orange County)
School profile	72.2% Free/Reduced-Price Lunch 86.8% Stability Rate 24.80% White, 10.60% Black, 58.34% Hispanic, 6.26% Other School Grade = B
# of students participating (% of school enrollment)	356 (51%)
Delivery method – frequency, duration, etc.	Two 40-minute sessions per week; grades K-2 (fit existing PE schedule at the school)
Use of themes & podcasts	Unknown
Positives	Saw many improvements from pre- to post-test scores; students loved the challenge of self-improvement and tried hard to succeed; students really appreciated the certificates and stickers, proudly displaying them as they returned to their classrooms
Negatives	Timing – activities were already planned for the year and it was very difficult to fit the Governor’s Fitness Challenge in with such short notice; there needed to be more flexibility in the deadlines for data collection.
Suggestions	Provide details prior to the start of the school year so teachers can incorporate lessons into their planning
Additional comments	Home activities were encouraged; two weekend workouts were sent home during the Challenge; promoted the Fitness Challenge website to parents via school newsletter
P.E. Teacher (contact info)	Faye Denniston 407/672-3120 Faye.denniston@ocps.net

DOMMERICH ELEMENTARY SCHOOL (Maitland)	
School profile	13.6% Free/Reduced-Price Lunch 98.3% Stability Rate 75.71% White, 13.50% Black, 5.60% Hispanic, 5.19% Other School Grade = A
# of students participating (% of school enrollment)	690 (100%)
Delivery method: frequency, duration, etc.	Daily - four 40-minute sessions and one 30-minute session (fit existing PE and physical activity schedule at the school)
Use of themes & podcasts	Primarily relied on their own themes and activities already in place within the school's PE program
Positives	Students really got into seeing how much they improved; encouraged all students, not just the best athletes – students who struggle athletically enjoyed the Challenge; students realized the Challenge was not a competition vs. each other, but it was motivation for self-improvement
Negatives	Testing can be tedious for students who are not being tested causing issues with class management since there are not enough teachers to supervise
Suggestions	Provide instructions for Challenge before start of school so teachers can incorporate in pre-planning
Additional comments	<p>Started the “Becker Challenge” where students were trying to jump farther than the teacher – one student jumped over a foot farther than their initial jump! Emphasis was all about what you, as an individual, could do and not getting caught up in what others were scoring. “We had them patting their chest saying ‘I am proud of myself.’”</p> <p>“My favorite moment was when a student was running the 40-yd. dash. She was running with two other students who were faster and they commented how much faster they were than her. She turned to her two classmates and told them she was not racing against them emphasizing that she was racing against herself. She walked over to me after the event and asked what her time was and if she had improved. I told her what her new time was and how proud she should be about what she had said to her classmates. We both looked at each other and shared our signal of patting our chest and saying ‘I am proud of myself.’ How awesome is that? She is in first grade.”</p>
P.E. Teacher (contact info)	Amy Becker 407/623-1407 Amy.Becker@ocps.net

	HUNGERFORD ELEMENTARY SCHOOL (Eatonville)
School profile	94.5% Free/Reduced-Price Lunch 91.6% Stability Rate 3.84% White, 86.53% Black, 4.32% Hispanic, 5.31% Other School Grade = C
# of students participating (% of school enrollment)	107 (54%)
Delivery method – frequency, duration, etc.	Two 45-minute sessions per week (fit existing PE schedule at the school)
Use of themes & podcasts	Unknown
Positives	Scores for sit and reach improved most dramatically as there was more emphasis on flexibility because of the Challenge; scores for running and speed also improved, but not as dramatically
Negatives	Timing – because of the time of the year the Challenge was implemented, many students were pulled from PE for various activities including additional FCAT preparation
Suggestions	Avoid this time of the year (FCAT and close to end of year) or start at the beginning of the school year and run it all year long
Additional comments	Introduced yoga and more stretching to the students
P.E. Teacher (contact info)	Victoria Felter 407/623-1430 Victoria.felter@ocps.net

	LAKE SYBELIA ELEMENTARY SCHOOL (Maitland)
School profile	35.7% Free/Reduced-Price Lunch 95.1% Stability Rate 58.31% White, 20.84% Black, 13.89% Hispanic, 6.96% Other School Grade = A
# of students participating (% of school enrollment)	537 (100%)
Delivery method – frequency, duration, etc.	One 40-minutes session per week (during regularly scheduled PE class – this was ample time for each class to do one or two challenges a week, except the 300 yd shuttle run which was divided into two class periods)
Use of themes & podcasts	Unknown
Positives	The majority of students found the challenges (particularly the running) to be interesting and they wanted very much to do well.
Negatives	Timing – weather challenges (heat and humidity impaired some students); also during this time of the year, many classes are booked for field trips and presentations.
Suggestions	Either move the Challenge to the winter months for maximum participation or do it year-round; offer challenges using upper body torso as well – all of the challenges focused on lower body strength and this does not accurately give a well-rounded testing of the students fitness level
Additional comments	The Challenge was worthwhile because it showed the students where their weaknesses and strengths are, and helped teachers have a better understanding oh how to meet students’ needs
P.E. Teacher (contact info)	Mitzi Walker 407/623-1445

	LAKEMONT ELEMENTARY SCHOOL (Winter Park)
School profile	33.8% Free/Reduced-Price Lunch 92.9% Stability Rate 57.49% White, 9.06% Black, 22.73% Hispanic, 10.72% Other School Grade = A
# of students participating (% of school enrollment)	611 (100%)
Delivery method – frequency, duration, etc.	Pre-tested all 611 students in all five Challenge areas over a six-day period; post-tested over a five-day period (went smoother second time around). Challenge activities were incorporated into regular PE classes for all students.
Use of themes & podcasts	Unknown
Positives	Provided additional emphasis on importance of physical activity; students were reminded daily to do physical activity at home too
Negatives	Changes were minimal from pre- to post-testing; Challenge should have been implemented at the beginning of the school year and post-testing done at end in for maximum improvement
Suggestions	There should be more time to do the tests at the beginning and end of the school year; would like to see more exercise that would benefit their health like lunges, push-ups, squats, and other long-distance running – more activities that promote lifelong health and fitness vs. focus on agility.; activities such as large runs, partner recording, crunches or jumping jacks would be more manageable and effective.
Additional comments	Our students are always encouraged to regularly participate in physical activity outside of school; we have clubs before and after school to encourage our students’ physical and mental health, plus it is incorporated into the after-school program
P.E. Teacher (contact info)	Jon Siegel 407/623-1453 Jon.siegel@ocps.net