



Iowa City Community School District

PHYSICAL EDUCATION SELF STUDY

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**IOWA CITY COMMUNITY
SCHOOL DISTRICT**

All In for All Kids

TABLE OF CONTENTS

Physical Education Program Statements

Mission Statement, Belief Statements_____ 2

Goals_____ 2

Instructional Program Strengths and Limitations_____ 3

District Improvement Plan _____ 4

MISSION, BELIEF STATEMENT, AND GOALS

As a result of the curriculum review process, the self-study team reviewed our mission statement, belief statement and achievement goals for Physical Education, and thereby adopted the following:

MISSION STATEMENT

To promote the love of movement and a healthy lifestyle through educating the body and mind.

BELIEF STATEMENT

We believe a quality Physical Education program should:

- *Be accessible and provide inclusive opportunities
- *Offer a variety of fitness, sport, leisure, and cooperative activities to all students
- *Implement a K-12 standards-based curriculum
- *Provide a safe and encouraging learning environment
- *Utilize individual assessments
- *Incorporate current technology
- *Extend PE beyond the walls of the gymnasium
- *Be provided by a certified professional physical educator

ACADEMIC ACHIEVEMENT GOALS

The following academic achievement goals for Physical Education is set by the ICCSD Board of Directors:

Students will observe and/or participate in multiple fine arts experiences, representing a broad range of fine arts forms.

- On average, the number of experiences and/or range of art forms will increase overtime.
- On average, the number and percent of students from the disaggregated sub group will increase in voluntary participation in one or more of the art forms.

ICCSO PHYSICAL EDUCATION PROGRAM STRENGTHS AND LIMITATIONS

The following information was generated from review and analysis of data gathered from surveys as well as demographic and academic achievement data. Those responding to surveys included elementary and secondary teachers, students (grades 5-12), administrators and parents. Information was also collected by a review of the Iowa and SHAPE America National Standards as well as the discussion and reflections of the self-study team.

Program Strengths

Survey respondents were satisfied with the physical education being taught in the ICCSD Schools. 65% of all surveyed reported being satisfied with physical education in their school.

Physical Education is an important part of their education. 72% of the respondents strongly agreed or agreed with this statement.

Physical Education options at the High School level are seen as a positive choice. 70% of the respondents strongly agree or agree with this statement.

Physical Education facilities and equipment are viewed as positive. 74% of the respondents strongly agree or agree with this statement.

There is a variety and diversity of activities in the curriculum. 62% of the respondents strongly agree or agree with this statement.

Physical Education program has quality teachers who are knowledgeable in their subject area.
80% of the respondents strongly agree or agree with this statement.

Physical Education curriculum is appropriately challenging and provides enjoyment and is welcoming. 70% of the respondents strongly agree or agree the curriculum is appropriately challenging. 70% of the respondents' physical education meets their needs and 73% of respondents feel welcomed in their class.

Program Limitations

Physical Education is not included in the GPA for grading. Only 43% of the respondents strongly agree or agree with this statement yet the physical education department feels strongly physical education courses should be included in the GPA.

Though survey results believe physical education is an important part of education, waiver numbers would disagree with this statement.

Not enough Adapted Physical Education classes across the district, especially at the elementary level. Additional support is needed for students with disabilities to ensure quality education.

Not all parent respondents felt well informed about the physical education program or curriculum. Open-ended comments from parents indicated that it would be useful for the staff to provide more information about the physical education curriculum and program.

Concern from parents and staff about supervision for large class sizes, especially at the secondary level.

IMPROVEMENT PLAN

<i>Program Limitations</i>	<i>Recommendations and Strategies</i>	<i>Person(s) Responsible</i>	<i>Target Date</i>
Engaging physical education for students with specific needs (IEPs, ELLs, etc) Lack of Adapted Physical Education at the elementary level.	Specific learning about how to serve all students. (utilize accommodations/modifications, different tiers of instruction, attending IEP meetings, what does good instruction look like?) Ensure inclusion of PE teachers in IEP and 504 meetings for students who need accommodations/modifications in PE	PE Coordinator GWAEA Consultant District SpEd	2022-2023
Inconsistency with grade levels and instructional time in PE. Concerns have been expressed with some current grading practices, such use of heart rate monitors, dressing out, etc.	Working with the district on a universal grading system that works for all high schools and junior highs. 1. Convene a departmental team to study best practices in grading in physical education. Connect to current district efforts to rethink grading practices. 2. Develop a list of grading expectations for grade levels that are connected to standards.	District grading committee Secondary Physical Education Teachers	work has started 2022
Parents appear	Increase Parent Communication	Physical	2023

unaware of what is happening in PE classes	1. Develop unit summaries at the district level through a TQ plan to be given to principals to include in their SMORE newsletters when that unit is being taught. Create a PE section in the newsletter.! 2. Develop a trimester summary to be provided at conference time that is specific to each grade level. Include hints for parents to have their children demonstrate PE skills at home "ask your child to show you their jump roping skills!" 3. Investigate how we can better use social media to highlight the positive occurrences in PE that happen on a daily basis - not just the things that generally make news headlines. 4. Investigate how Canvas can be better utilized to communicate classroom content and expectations.	Education teachers	
There is no consensus on whether or not grades in PE should be included in high school GPA.	1. Convene a small group to investigate if students could be allowed to opt whether or not their grade is included in GPA vs requiring it to be included in GPA for all students or even continuing with the current practice. How does this align with our current efforts to rethink grading practices? 2. Develop a policy around grading choice for PE. • When do students have to make the choice? Does it match the withdrawal date? • Who advises the students to figure out which is best? • Can this be managed with Infinite Campus? 3. Consider a pilot with one	PE Coordinator HS PE staff HS Principals HS Counselors	2024

	school or grade to begin.		
Concerns were expressed with bullying/harassment that occurs in PE classes.	1. Increase physical, social and emotional safety for students 1. PBIS: Tier 1 (common expectations, positive acknowledgements, etc...) 2. Implement Restorative Practices (calling students by preferred name, beginning with check-in circles, etc.); use Restorative Circles if harm occurs. 3. Continue PBIS training How can we continue to learn about the PE classroom and tailor our learning to PE? 4. Provide PD in promoting student healthy habits, such as sleep hygiene, 5. Provide PD on Restorative Practices that can be implemented in a PE setting (often with many many students.) 6. Review facility use. If there is a need to team teach due to space or schedules, priority should be for lower grades; evaluate facility space vs. class size	Equity Department Physical Education Staff Physical Education Coordinator	2022-23