



**School-Site Plan for Use of Funds:**

- 1) In this space, explain how the equipment, supplies and purchases will help you implement the California Model Content Standards (including the eight content areas for high schools) into your curriculum.

By selecting the complete Sport For All program for implementation our teachers will have the materials, equipment and training they need to help our students meet the California state five overarching model content standards for elementary students. Sport For All activities and lessons provide opportunities for students to develop and demonstrate motor skills and movement patterns needed to perform a variety of physical activities. Further, Sport For All was designed to help students progress through developmentally appropriate skill sets that may assist in acquiring knowledge of movement concepts and principles. The concepts and principles in Sport for All create opportunities for demonstration of developed strategies included within the program's scope and sequence.

With respect to levels of fitness and fitness assessment, Sport For All lessons contain high-activity skill progressions that work to improve physical fitness levels while developing important motor skills. The lessons will assist in preparing students for FitnessGram testing, giving students practical experience with the assessment of physical fitness.

Sport For All lessons offer a variety of management and grouping strategies that work to enhance teamwork, partner cooperation and individual responsibility. These activities and strategies are explained with easy to understand cues and diagrams that make it a great fit for our teachers who have had little, if any, formal training in Physical Education.



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- 2) In this space, explain how these purchases will be used in helping students be active at a moderate to vigorous level for 50% of the total class-time minutes.

The high-activity skill progressions built into each Sport For All lesson were designed by the National Association for Sport and Physical Education to increase moderate to vigorous physical activity 50% or greater while providing quality movement opportunities. These high-activity skill progressions make it possible to concentrate on skill development as an outcome while ensuring the highest level of academic learning time (ALT) possible.

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- 3) In this space, explain how these purchases will help improve implementation of the *Fitnessgram* protocols outlined in the *Fitnessgram Administrative Checklist* (MEM-3258.0).

During Sport For All's high-activity skill progressions and fitness activities, students will transition through a variety of movement settings and experiences which will work to improve their Fitnessgram scores as necessary, overall aerobic capacity, abdominal and upper body strength and endurance, and overall flexibility. In addition, the positive experiences will assist in building student confidence and feelings of success that help to promote physical activity levels outside of physical education lessons. Increases in physical activity levels both in and out of the physical education lessons have the capability of helping to improve body composition.