**Wisconsin Student/School Learning Objective Planning Template**

After reviewing data and identifying the student population for whom the SLO will apply, create a Student/School Learning Objective. Submit the SLO Plan to your evaluator prior to the Planning Session.

<table>
<thead>
<tr>
<th>Subject Area/Grade Level</th>
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<tr>
<td>Physical Education/ 9th Grade</td>
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**Baseline Data and Rationale:** *(Why did you choose this objective? What evidence can you provide related to your current student population's baseline abilities as it relates to this goal?)*

A beginning of the semester cardiovascular assessment tool (Fitnessgram PACER) was administered to four Freshman PE classes. Of the 140 students assessed only 84 met the benchmark standard for their age and gender population. Therefore, 40% of the freshmen's assessment scores fell below the standard for their age and gender population.

*Cardiovascular health is integral to maintaining a healthy level of physical fitness and a healthy BMI.*

**Learning Content and Grade Level:** *(What appropriate standards relate to this goal?)*

Wisconsin state PK-12 physical education standard #4: Achieves and maintains a health-enhancing level of physical fitness.

4.4-A6: Meets the age-and gender-specific health-related fitness standards defined by an evidence-based fitness test.

**Student Population:** *(Who are you going to include in this objective? Indicated in the rationale above?)*

Incoming freshmen whose pre-test is below the norm-referenced benchmark standard for the cardiovascular assessment known as the PACER.

**Targeted Growth:** *(What is your goal for student growth?)*

The targeted population will reach 90-100% of the age and gender-related standard for the PACER by the end of the semester.

**Interval:** *(How long will you focus on this objective?)*

One Semester

**Assessment/Evidence Source(s):** *(What assessments and/or evidence sources will you use for ongoing measurement of student progress toward your goal?)*

The Fitnessgram’s PACER assessment tool.

**SLO Goal Statement:** *(Specific, Measureable, Attainable, Results-based, and Time-bound)*

*By the end of the semester the targeted freshman population will improve their cardiovascular fitness as evidenced by scoring 90 – 100% of expected age and gender-related standard for the PACER assessment tool.*
**Instructional/Leadership Strategies and Support:** *(What methods or interventions will you use to support this objective?)*
The PACER will be administered at the beginning of the semester. Any freshman student falling below the age and gender-related standard will be identified.

The identified students will then confer with the teacher to analyze how many more laps the student needs to complete to attain the age and gender-related fitness standard.

The entire class will then perform the PACER, on a weekly basis, with each student setting a goal to improve (or maintain, in high fitness level participants) their PACER lap number, in a logical incremental plan using the Progression Principle.

Students will be put in partners, with one partner running, and the other partner counting AND encouraging their partner as they run, in order to help the runner reach their individual goal.

Each week a new goal will be set, individually, by each student throughout the end of the semester or until all students have met their goal.