



**COMPREHENSIVE SCHOOL
PHYSICAL ACTIVITY PROGRAM**

TOOLKIT

West Virginia
**Healthy Schools
in Action.**

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U.S. CENTERS FOR DISEASE
CONTROL AND PREVENTION

THE PURPOSE OF THIS TOOLKIT

Welcome to the Comprehensive School Physical Activity Program (CSPAP) Toolkit, created by West Virginia Healthy Schools in Action (WVHSIA), a cooperative agreement with the Centers for Disease Control and Prevention (CDC) and the WVU Center for ActiveWV. This guide is intended to help schools develop, implement, and evaluate physical activity programs to enhance student health.



Importance of Physical Activity for Youth

Physical activity is a cornerstone of a healthy lifestyle, essential for preventing chronic diseases such as heart disease, cancer, and stroke. For youth, regular physical activity not only builds strong bones and muscles, but also contributes significantly to mental health by reducing anxiety and depression and promoting a positive outlook. Establishing a foundation of active habits during childhood is crucial for fostering lifelong health.

Key Terms

- **Physical Activity:** Any bodily movement using energy.
- **Health-related Fitness:** Ability to perform endurance, strength, and flexibility activities.
- **Exercise:** Structured physical activity for fitness improvement.

National Guidelines

Despite the established guidelines recommending at least 60 minutes of daily physical activity for children and adolescents, many do not meet these recommendations. Schools, uniquely positioned to influence youth physical activity, often fall short of providing adequate opportunities. The CSPAP model seeks to address these gaps by promoting a multi-component approach.

Role of Schools

Schools are pivotal in promoting physical activity, given their role in the daily lives of over 95% of youth. By adopting CSPAP, schools can integrate physical activity into the school day, reducing sedentary time and contributing to improved academic performance. This toolkit serves as a comprehensive resource for schools to engage interest holders—such as physical education coordinators, teachers, parents, and community members—in creating a vibrant culture of physical activity and empowering youth to lead healthier lives.

Understanding Physical Activity in West Virginia

West Virginia faces unique challenges and opportunities in promoting youth physical activity. Rural geography, transportation barriers, and limited access to recreation facilities can impact students' ability to engage in regular physical activity outside of school. At the same time, strong community networks and school-centered culture create powerful opportunities for impact.



Key Considerations for WV Schools

1. Many students rely on schools as their primary setting for physical activity
2. Transportation and distance may limit before- and after-school participation
3. Community partnerships (e.g., parks, faith-based groups, local organizations) are critical to expanding access
4. Schools play a central role in increasing access to physical activity opportunities

Implication for CSPAP Planning

Schools should prioritize in-school opportunities (PE, recess, classroom activity) while strategically building community-connected programming that reduces transportation and cost barriers.



The West Virginia Physical Activity Plan

The West Virginia Physical Activity Plan addresses chronic health issues in rural Appalachia, such as obesity and heart disease, by promoting physical activity as a vital behavior for better health outcomes. It employs a cross-sector approach, involving policy leaders, interest holders, and communities from ten sectors, including education and healthcare.

The Plan aims to foster active lifestyles and improve quality of life for all West Virginians, despite various challenges. Learn more at activewv.org/wvpap/overview.



Students can achieve the **recommended 60 minutes of daily physical activity** through the Whole School, Whole Community, Whole Child (WSCC) model and the five components of the CSPAP framework as a key strategy for enhancing student wellness in West Virginia.

Physical Education

Physical education in West Virginia is essential for a comprehensive K–12 education, offering a standards-based curriculum that enhances students' physical activity, fitness, and motor skills. Schools should dedicate resources to these programs, while families can support by promoting active participation and discussing the importance of an active lifestyle at home.

Physical Activity During School

Schools in West Virginia can promote physical activity through recess, active classroom lessons, and breaks, ensuring inclusivity for all grades. Enhancing spaces, facilities, and equipment, along with structured activities, can encourage participation. Overall, incorporating physical activity improves student focus, behavior, and academic performance.

Physical Activity Before and After School

Before and after school physical activity programs provide all students, including those with special needs, the opportunity to practice skills from physical education, achieve the recommended 60 minutes of daily activity, and participate in enjoyable activities. Options include walking or biking to school, clubs, sports, informal play, and activity-integrated homework. Collaborating with community organizations, such as YMCAs and local parks, enhances these offerings, benefiting students, families, and the broader community.

Staff Involvement

School employees in West Virginia play a crucial role in promoting physical activity programs. By engaging in wellness initiatives and modeling healthy behaviors, they serve as positive role models. Their participation in activities like recess and intramurals, along with integrating physical activity into lessons, fosters a healthy school culture. Supporting employee wellness not only benefits staff health but also encourages student participation in physical activities.

Family and Community Engagement

Engaging families and the community is vital for increasing physical activity opportunities in West Virginia. Collaboration among parents, school staff, and community members encourages activity in and out of school. Families can support CSPAP through event participation and volunteering, while community organizations can strengthen efforts by forming joint-use agreements with schools to optimize facility use and connect school-based and community activities.

Access and Inclusion

When assessing your school's physical activity opportunities, it is essential to identify which students are currently underserved.

Reflection Questions

1. Which students are not participating in physical activity opportunities?
2. Are there variations in participation patterns among students?
3. Do all students have access to safe, supportive, and developmentally appropriate physical activity opportunities?

Strategies for Equitable CSPAP Implementation

1. Provide no-cost participation options
2. Adapt activities for students of various ability levels
3. Ensure adequate equipment and space design
4. Offer a variety of activity choices to meet a range of student interests
5. Engage student voice in planning

DEVELOP. IMPLEMENT. EVALUATE.

STEP 1

Establish a Team and Designate a Leader

Form a dedicated CSPAP committee with a representative group of interest holders, including educators, health professionals, parents, and community members. Appoint a Physical Activity Leader (PAL) to coordinate efforts, manage resources, and liaise with school and community members.

STEP 2

Assess Existing Opportunities

Evaluate current physical activity policies and programs using the CSPAP Toolkit Assessment Form alongside tools like the School Health Index (SHI) or CSPAP-Q. This will help identify strengths and gaps in your school's physical activity offerings.

STEP 3

Create a Vision, Goals, and Objectives

Draft a vision statement that encapsulates your CSPAP's purpose. Establish clear goals and SMART objectives to guide the program's development and ensure alignment with the school's broader educational mission.

STEP 4

Identify Desired Outcomes

Determine specific changes you expect from CSPAP implementation, such as improved student fitness or increased physical activity. Use initial assessments to set benchmarks for measuring progress over time.

STEP 5

Plan Physical Activities

Based on assessment results and objectives, plan a range of activities that cater to different interests and needs. Consider existing resources and budget constraints while ensuring activities are feasible and impactful.

STEP 6

Implement the CSPAP

Develop a detailed implementation plan outlining tasks, resources, and responsibilities. Consider strategies like pilot programs or phased implementation to manage resources effectively and gain interest holder support.

STEP 7

Evaluate the CSPAP

Conduct both process and outcome evaluations to assess program implementation and impact. Use data collection methods such as surveys, interviews, and observations to gather insights. Evaluation findings should inform program improvements and demonstrate successes to interest holders.

CSPAP COMMITTEE MEMBER FORM

Committee Information

Date: _____

School Name: _____

Contact Information

Name: _____

Position/Title: _____ Phone Number: _____

Email Address: _____

Role in Committee

Physical Activity Leader (PAL) Responsibilities Coordinate the CSPAP committee, liaise with school staff and community, manage CSPAP meetings and funds, ensure sustainability.

Are you interested in serving as the PAL? Yes ☐ No ☐

Committee Member Roles

☐ Physical Education Teacher ☐ Classroom Teacher ☐ School Nurse ☐ Parent

☐ Student ☐ School Administrator ☐ District Administrator

☐ Local Health Department Representative ☐ Community Leader/Member

☐ Local Business Representative ☐ Other _____

Availability and Commitment

Are you able to meet regularly for CSPAP committee meetings? Yes ☐ No ☐

What are your preferred meeting times? Mornings ☐ Afternoons ☐ Evenings ☐

Contributions and Resources

What resources, funding opportunities, or expertise can you contribute to the CSPAP?

CSPAP ASSESSMENT FORM

Assessment Information

Date: _____

School Name: _____

Committee Members Involved: _____

Existing Physical Activity Policies and Programs

Assessment Tools Used

- ☐ School Health Index (SHI)
- ☐ School Physical Activity Policy Assessment (S-PAPA)
- ☐ CSPAP-Q
- ☐ Other _____

Baseline Assessment

Estimated Minutes of Physical Activity Provided Weekly

Physical Education: _____ Minutes/Week Recess: _____ Minutes/Week

Classroom Activity: _____ Minutes/Week

Before/After School Programs: _____ Minutes/Week Yes ☐ No ☐

CSPAP Quality Indicators (Circle one for each area.) 1 = Minimal, 2 = Emerging, 3 = Established, 4 = Exemplary

Physical Education Quality	1	2	3	4
Recess Structure and Engagement	1	2	3	4
Classroom Activity Integration	1	2	3	4
Before and After School Access	1	2	3	4
Family and Community Engagement	1	2	3	4
Faculty and Staff Involvement	1	2	3	4
Access to Age-appropriate Equipment	1	2	3	4
Access to Physical Activity Opportunities	1	2	3	4
Physical Activity Promotion in School	1	2	3	4

Existing Assets

Date: _____

What assets does our school already have that provide a foundation for CSPAP development?

Strategies Under Development

What strategies, policies, and/or practices are underway to enhance physical activity opportunities?

Gaps and Priorities

What strategies, policies, and/or practices are not currently in place?

Top priority strategies, policies, and/or practices for the first year:

Coordination Opportunities

Are there existing efforts that could be better coordinated to maximize physical activity opportunities and staff time? Yes ☐ No ☐

If yes, please describe: _____

Committee Comments

Please share any additional suggestions for leveraging existing strategies or addressing gaps:

CSPAP VISION, GOALS, AND OBJECTIVES FORM

Vision Statement

Date: _____

A vision statement is a declaration of a shared sense of purpose and provides a framework for establishing goals, objectives, and activities for your CSPAP.

Goals and Objectives

Goal 1 Statement (Describe the long-term impact or change anticipated from the CSPAP.)

WRITING SMART CSPAP OBJECTIVES

Specific	Clearly identify the target population and the individuals responsible for carrying out the activities. What specific action or activity will be undertaken?
Measurable	Determine how much change you expect to see as a result of your CSPAP. What metrics will you use to measure progress?
Achievable	Assess whether the objective can be realistically accomplished given the current resources and constraints. Is the goal within reach?
Realistic	Evaluate whether achieving this objective is feasible. Does it align with the broader goals and capabilities of your program?
Time-phased	Set a clear timeline for when the objective will be accomplished. What is the deadline for achieving this goal?

Objective 1a: (Specific, Measurable, Achievable, Realistic, Time-phased)

Objective 1b:

Objective 1c:

Goal 2 Statement (Describe the long-term impact or change anticipated from the CSPAP.)

Objective 2a: (Specific, Measurable, Achievable, Realistic, Time-phased)

Objective 2b:

Objective 2c:

Goal 3 Statement (Describe the long-term impact or change anticipated from the CSPAP.)

Objective 3a: (Specific, Measurable, Achievable, Realistic, Time-phased)

Objective 3b:

Objective 3c:

Additional Comments

Please share any additional thoughts or insights regarding your CSPAP vision, goals, and objectives:

CSPAP OUTCOMES IDENTIFICATION FORM

Assessment Information

Date: _____

School Name: _____

Committee Members Involved: _____

Priority Outcomes for Measurement

Identify 2-3 outcomes your school will actively measure and track.

1. _____

2. _____

3. _____

Short-term Outcomes (1–2 Years)

Select the outcomes your school aims to achieve through CSPAP implementation.
(Check all that apply.)

☐ Increased number of physical activity opportunities during the school day

☐ Increased student participation in physical activity programs

☐ Increased use of classroom physical activity breaks

☐ Improved staff awareness and support of physical activity

☐ Increased family awareness of school physical activity efforts

☐ Expanded before- and after-school physical activity offerings

☐ Improved coordination across CSPAP components

☐ Other _____

Intermediate Outcomes (2–4 Years)

Select the outcomes your school aims to achieve through CSPAP implementation.
(Check all that apply.)

- ☐ Increased minutes of physical activity during the school day
- ☐ Improved student engagement and time on task
- ☐ Improved student behavior and classroom management
- ☐ Increased participation among a wider range of students
- ☐ Improved quality of physical education and activity programs
- ☐ Strengthened school-community partnerships
- ☐ Increased staff participation in wellness initiatives
- ☐ Other _____

Long-term Outcomes (5+ Years)

Select the outcomes your school aims to achieve through CSPAP implementation.
(Check all that apply.)

- ☐ Increased overall student physical activity levels
- ☐ Improved student fitness levels
- ☐ Improved student physical literacy and motor skills
- ☐ Improved mental health and well-being
- ☐ Improved academic performance
- ☐ Sustained school-wide culture of physical activity
- ☐ Reduced differences in physical activity participation
- ☐ Other _____

CSPAP ACTIVITY PLANNING FORM

Planning Information

Date: _____

School Name: _____

Committee Members Involved: _____

Current and Needed Resources

Resource Inventory

Existing Activities: (What physical activities are currently offered at the school?)

Activity Times: (When are these activities currently offered (before, during, or after school?))

Activity Locations: (Where are these activities conducted?)

Activity Leaders: (Who currently leads these activities?)

Activity Costs: (What are the costs associated with these activities?)

Funding Sources: (What funding sources are available for these activities?)

Planning New Activities

Planned Activities: (What new activities are you planning to introduce?)

Interest Determination: (How will you determine student interest in these activities?)

Optimal Times: (When will these new activities be scheduled?)

Potential Locations: (Where can these activities be conducted at the school?)

Activity Facilitators: (Who will lead these new activities?)

Estimated Costs: (What are the estimated costs for these new activities?)

Additional Funding: (Are there additional potential funding sources for these activities?)

Scheduling and Logistics

Activity Schedule

Document the identified time blocks for scheduling physical activities.

Sunday	Activity: _____	Time: _____
Monday	Activity: _____	Time: _____
Tuesday	Activity: _____	Time: _____
Wednesday	Activity: _____	Time: _____
Thursday	Activity: _____	Time: _____
Friday	Activity: _____	Time: _____
Saturday	Activity: _____	Time: _____

Is the activity recurring? Yes ☐ No ☐

If yes, please describe (e.g., weekly, bi-weekly, monthly): _____

Participant Capacity

What is the maximum number of students each activity can accommodate?

Registration and Permissions

What is the process for student registration and obtaining parent permissions?

Transportation Arrangements

How will transportation be arranged for activities before or after school?

Budget Planning

Activity Budget

What is the overall budget for planned activities?

Cost Breakdown

Provide a detailed cost breakdown for each activity, including instructor fees and equipment costs.

Potential Savings

Identify any opportunities for cost savings through donations or shared resources.

Additional Comments

Please share any additional thoughts or suggestions on activity planning and implementation:

CSPAP IMPLEMENTATION PLANNING FORM

Planning Information

Date: _____

School Name: _____

Committee Members Involved: _____

Implementation Strategies and Plan Template

Implementing the Comprehensive School Physical Activity Program (CSPAP) requires strategic planning to ensure successful adoption and sustainability. Here are strategies to help guide you through successful implementation:

☐ Pilot Implementation

Pilot implementation tests a new program on a smaller scale to refine processes and demonstrate success before broader adoption. It helps identify challenges and make adjustments. For example, the CSPAP committee could begin with physical activity breaks in one grade, gather feedback, and assess impact to optimize the program before expanding to other grades or the whole school.

☐ Phased Implementation

Phased implementation is a gradual strategy where different parts of a school adopt a program at varying levels over time. This approach helps manage resources efficiently and ensures smoother transitions. For example, introducing recess before lunch can start with one grade and expand to others, allowing manageable adjustments and better integration.

☐ Full Scale Implementation

Full-scale implementation involves applying all program strategies to every student, in line with CSPAP goals. This approach ensures all students benefit, as seen in initiatives like a walk-to-school program that accommodates students with disabilities. Successful execution fosters a school-wide culture of physical activity and wellness.

☐ Ongoing Support and Communication

Successful implementation of CSPAP demands ongoing support and clear communication. Key strategies involve regular interest holder engagement, including meetings with principals, school health councils, and PTAs, as well as a structured communication plan. This approach reduces challenges, ensures smooth execution, and maintains transparency, enabling schools to effectively promote physical activity and enhance student wellness.

Quality Physical Education

	Not in Place	Partially	Fully	
Certified physical education teacher leads instruction	☐	☐	☐	<i>Exemplary practice: All PE is consistently delivered by certified specialists across all grades</i>
PE is scheduled regularly and protected	☐	☐	☐	<i>Exemplary practice: PE meets recommended frequency and is rarely canceled or replaced</i>
Students are active for most of class time	☐	☐	☐	<i>Exemplary practice: Students engage in $\geq 50\%$ moderate-to-vigorous physical activity (MVPA)</i>
Instruction supports skill development and physical literacy	☐	☐	☐	<i>Exemplary practice: Lessons build competence, confidence, and motivation for lifelong activity</i>
Quality PE is available to all students	☐	☐	☐	<i>Exemplary practice: Activities are adapted so all students are meaningfully engaged</i>

Physical Activity During School

	Not in Place	Partially	Fully	
Daily recess or physical activity time is provided for all students	☐	☐	☐	<i>Exemplary practice: Recess is protected and structured for full engagement of all students</i>
Classroom physical activity breaks are used regularly	☐	☐	☐	<i>Exemplary practice: Activity breaks are built into daily routines across most classrooms</i>
Teachers integrate movement into academic lessons	☐	☐	☐	<i>Exemplary practice: Movement is integrated to support learning outcomes across subjects</i>
In-school time is maximized for physical activity	☐	☐	☐	<i>Exemplary practice: School schedule intentionally embeds multiple opportunities for movement throughout the day</i>

Before and After School Physical Activity

	Not in Place	Partially	Fully	
Before- or after-school physical activity opportunities are offered	☐	☐	☐	<i>Exemplary practice: Multiple options are offered and aligned with student interests</i>
Activities are scheduled to reduce transportation barriers	☐	☐	☐	<i>Exemplary practice: Programs are timed with dismissal or bus schedules to maximize participation</i>
Safe, on-site activity options are available	☐	☐	☐	<i>Exemplary practice: Activities are open to all students regardless of transportation</i>
Walking programs or structured activity on school grounds	☐	☐	☐	<i>Exemplary practice: School-wide or grade-level programs are regularly implemented and promoted</i>

Family and Community Engagement

	Not in Place	Partially	Fully	
School partners with community organizations	☐	☐	☐	<i>Exemplary practice: Strong, ongoing partnerships expand opportunities beyond the school day</i>
Shared-use or community facility access is available	☐	☐	☐	<i>Exemplary practice: Facilities are regularly used for joint programming with clear agreements</i>
Families are informed about opportunities	☐	☐	☐	<i>Exemplary practice: Communication is consistent, accessible, and encourages participation</i>
Family/community activity events are offered	☐	☐	☐	<i>Exemplary practice: Events are well-attended, recurring, and support a culture of activity</i>

Faculty and Staff Involvement

	Not in Place	Partially	Fully	
Staff support and value physical activity as part of the school culture	☐	☐	☐	<i>Exemplary practice: Physical activity is consistently promoted and reinforced by staff across classrooms, meetings, and events</i>
Classroom teachers implement physical activity (e.g., activity breaks, active lessons)	☐	☐	☐	<i>Exemplary practice: Most teachers incorporate daily movement strategies as a routine part of instruction</i>
Staff participate in or promote school physical activity initiatives	☐	☐	☐	<i>Exemplary practice: Staff actively lead, participate in, or champion physical activity programs and events</i>
Professional development is provided on integrating physical activity	☐	☐	☐	<i>Exemplary practice: Ongoing training, resources, and coaching support staff confidence and implementation</i>
Staff wellness opportunities are available	☐	☐	☐	<i>Exemplary practice: A structured staff wellness program is in place with regular participation and administrative support</i>

CSPAP EVALUATION PLANNING FORM

Planning Information

Date: _____

School Name: _____

Committee Members Involved: _____

Evaluation Type

☐ Process Evaluation ☐ Outcome Evaluation

Interest Holder Engagement

How will interest holders be involved in the evaluation process?

How will feedback be incorporated?

Using Evaluation Data

How will process evaluation data be used to improve the program?

How will outcome evaluation data be used to demonstrate program effectiveness and support?

Additional Comments

Please share any additional thoughts or suggestions regarding the CSPAP evaluation plan:

Process Evaluation

THIS SECTION IS ONLY FOR A PROCESS EVALUATION.

Planning Questions

Were trainings for classroom teachers implemented as planned? Yes ☐ No ☐

Was a complete resource analysis conducted of the budget, staff, and school schedule? Yes ☐ No ☐

Is the program being implemented as planned? Yes ☐ No ☐

Why or why not? _____

Is the target audience being reached? Yes ☐ No ☐

Are partnerships working effectively? Yes ☐ No ☐

Why or why not? _____

Is funding sufficient to achieve program goals? Yes ☐ No ☐

What are the barriers to student participation in the programs?

What factors influence teachers to incorporate physical activity during class time?

Are existing mechanisms in place to monitor implementation to inform key interest holders? Yes ☐ No ☐

Data Collection Methods

Document Review Yes ☐ No ☐ Questionnaires Yes ☐ No ☐

Observations Yes ☐ No ☐ Focus Groups Yes ☐ No ☐

Interviews Yes ☐ No ☐ Other: _____

Data Collection Timeline

Start Date: _____ Completion Date: _____

Data Analysis Plan

Describe how the data will be analyzed: _____

Outcome Evaluation

THIS SECTION IS ONLY FOR AN OUTCOME EVALUATION.

Planning Questions

Did we achieve our outcomes? Yes ☐ No ☐

Does the program increase the amount of physical activity students engage in during the school day? Yes ☐ No ☐

Does the program increase the quality of physical activity opportunities for students at school? Yes ☐ No ☐

Is the school offering a greater variety of physical activity opportunities? Yes ☐ No ☐

Has the program improved the school climate related to physical activity? Yes ☐ No ☐

What has changed as a result of the program (e.g., increased school-community partnerships or staff engaged in more physical activity)?

Were there any unintended effects of the program (e.g., parents engaged in more physical activity with children at home)?

Data Collection Methods

Document Review Yes ☐ No ☐ Pedometers/Accelerometers Yes ☐ No ☐

Observations Yes ☐ No ☐ Student Activity Logs Yes ☐ No ☐

Interviews Yes ☐ No ☐ Other: _____

Data Collection Timeline

Start Date: _____ Completion Date: _____

Data Analysis Plan

Describe how the data will be analyzed: _____

BUILDING ACTIVE LEARNING ENVIRONMENTS

EXAMPLE 1: ACTIVE SCHOOLS, ACTIVE MINDS

STEP 1

Establish a Team and Designate a Leader

- **Team Composition:** A representative committee consisting of physical education teachers, school nurses, parents, local health professionals, and community organization representatives.
- **Physical Activity Leader (PAL):** A dynamic PE teacher with a passion for holistic student wellness, responsible for coordinating CSPAP efforts.

STEP 2

Assess Existing Opportunities

- **Assessment Tools Used:** School Health Index (SHI) and CSPAP-Q.
- **Strengths and Gaps Identified:** Strong existing PE curriculum but lacking in before and after school activity options.

STEP 3

Create a Vision, Goals, and Objectives

- **Vision Statement:** "Fostering active lifestyles for healthier minds and bodies."
- **Goals:** Increase student physical activity participation by 30% over the school year.
- **Objectives:**
 - Implement daily physical activity breaks in every classroom.
 - Launch a morning walking club to encourage walking before school.

STEP 4

Identify Desired Outcomes

- **School Level Outcomes:** Improved student focus and decreased behavioral incidents.
- **Individual Outcomes:** Enhanced student fitness levels, particularly in cardiovascular endurance.

STEP 5

Plan Physical Activities

- **Activity Schedule:**
 - Before School: A "Rise and Shine" walking club.
 - During School: Daily 10-minute activity breaks in classrooms.
 - After School: Intramural sports and a "Fit Kids" club.
- **Resources:** Collaborations with local gyms for equipment donations.
- **Budget:** Fundraising initiatives and community grants to cover costs.

STEP 6

Implement the CSPAP

- **Implementation Strategy:** Phased approach with pilot programs in selected grades.
- **Interest Holder Engagement:** Regular updates through school newsletters and social media.

STEP 7

Evaluate the CSPAP

- **Evaluation Methods:** Surveys and focus groups with students and teachers.
- **Outcome Use:** Data to refine activities and report successes to the community.



EXAMPLE 2: MOVE MORE, LEARN MORE

STEP 1

Establish a Team and Designate a Leader

- **Team Composition:** School principal, PE department head, student representatives, local YMCA director, and parent volunteers.
- **Physical Activity Leader (PAL):** A motivated health teacher with experience in community sports programs.

STEP 2

Assess Existing Opportunities

- **Assessment Tools Used:** School Health Index (SHI) and CSPAP-Q.
- **Strengths and Gaps Identified:** Strong PE classes but limited family and community involvement.

STEP 3

Create a Vision, Goals, and Objectives

- **Vision Statement:** "Creating a movement culture for thriving students."
- **Goals:** Ensure every student participates in at least one physical activity daily.
- **Objectives:**
 - Organize monthly family fitness nights.
 - Establish community partnerships to enhance after-school programs.

STEP 4

Identify Desired Outcomes

- **School Level Outcomes:** Increased family engagement in school activities.
- **Individual Outcomes:** Improved self-esteem and social skills among students.

STEP 5

Plan Physical Activities

- **Activity Schedule:**
 - Before School: "Walk to School Wednesdays" with community volunteers.
 - During School: Integrative movement activities in non-PE classes.
 - After School: Partnerships with local sports teams for skill-building clinics.
- **Resources:** Shared use of community sports facilities.
- **Budget:** Support from local businesses through sponsorships.

STEP 6

Implement the CSPAP

- **Implementation Strategy:** Full-scale roll-out with community launch event.
- **Interest Holder Engagement:** Regular meetings with community partners and updates at school board meetings.

STEP 7

Evaluate the CSPAP

- **Evaluation Methods:** Interviews and observational studies during activities.
- **Outcome Use:** Feedback to improve program quality and interest holder satisfaction.



ADDITIONAL RESOURCES

Key WSCC Resources

- **WSCC Model Overview and Components:** A detailed breakdown of the 10 components that make up the student-centered WSCC framework.
- **Strategies for Using the WSCC Framework:** Provides actionable, evidence-based strategies for promoting health in schools, including downloadable graphics for presentations and handouts.
- **School Health Assessment Tools:** Resources to help schools identify gaps and strengths in their existing health policies and practices.
- **WSCC Video Series:** Showcases how school districts are utilizing the WSCC model in practice.

cdc.gov/whole-school-community-child/about

Key CSPAP Resources

- **Comprehensive School Physical Activity Program (CSPAP) Guide:** A joint effort by the CDC and SHAPE America, this guide aids in developing, implementing, and evaluating a CSPAP that includes physical education, activity during and after school, staff involvement, and family/community engagement.
- **CSPAP e-Learning Modules:** A free online course offering professional development for school staff to foster an active school environment.
- **Evidence-Based Physical Education Strategies:** Provides specific approaches to enhance physical education and increase physical activity opportunities.
- **Association Between School-Based Physical Activity and Academic Performance:** Research evidence highlighting the link between physical activity and improved academic outcomes.

cdc.gov/physical-activity-education/about

Key WVHSIA Resources

The WVHSIA portal of school resources offers a range of professional development programs and practical tools to enhance school health initiatives from a variety of reputable sources designed to support the development of healthy, effective educational environments.

activewv.org/hsia/school-resources/

KEEP LEARNING AT
WVHEALTHYSCHOOLS.ORG

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