

Monitoring Report - Ends Policy
E-3, Personal Skill Development

BOARD POLICY EXPECTATION

The Board expects each student to acquire the necessary personal skills needed to be successful in a complex and rapidly changing world.

CERTIFICATION

I hereby present my monitoring report on Ends Policy E-3 “Personal Skill Development” in accordance with the monitoring schedule set forth in board policy. I certify that the information contained in this report is true as of June 24th, 2008.

Mark Mansell, Superintendent

SUPERINTENDENT’S INTERPRETATION OF POLICY

I interpret Personal Skill Development to mean the board expects each student to graduate with the personal skills and knowledge that will support their effort for effective life-long learning. This will be met by students having access to a wide range of experiences and opportunities that will provide the necessary learning opportunities for each of the following six areas. As a measure of student success in accomplishing these Ends expectations, objective data (survey’s, awards, participation data, etc.), anecdotal descriptions as well as direct observations will be used to demonstrate effort towards and accomplishment of Ends-3 expectations. Each of the following areas provide a short narrative reflective of each building’s work to meet these expectations along with a summary statement.

REPORT

There are six specific areas described in this policy. The following will address each specific area of Ends-3 as best as possible. Even though we can and will do better than what we are currently achieving, I believe at this time the district is meeting the intent of five of the six areas of this policy.

1. *Be proficient in the application of current technology.* IN COMPLIANCE

Elementary School - *The elementary students work with document cameras, projectors and many students are beginning to use computers for PowerPoint presentations, research and software programs. Grades 3-5 are able to use the computer lab weekly. Additionally, we are working to bring more computers into each classroom that will expand student access.*

Middle School - *Students have opportunities to take a technology class as an elective. This year we also have provided greater access to the computer lab and have seen teachers develop more projects requiring the use of technology. Next year we have keyboarding as a mandatory class for 6th graders and an elective class for 7-8 students as a result of this expectation. Most of our teachers have access to document cameras and projectors for instructional purposes and*

student presentations. Our sixth grade team is also fully trained in using SMART Boards and is regularly implementing this technology in class. The amount of technology used often depends on the skills of the teacher. To expand this expertise, we are continually working to enhance our staff's technological knowledge base. As examples of where students have a chance to practice their technological skills, the first one would be our Young Astronauts club (an extracurricular club) where they participate in hands-on use of technology. Next, students are also able to show their learning and teach others using SMART Boards where available. Students are also using SMART Board Technology and the document cameras as part of their assignment presentations such as the World Travel Fair.

High School - Students have opportunities to take vocational technology classes as electives. We continue to offer different classes dependent on student survey. All freshmen take focus class, which requires students to learn keyboarding skills, use of word and excel along with setting up digital portfolios which require the application of other software presentation programs. Included in this process is the use of scanners and digital cameras. Through our navigation grant we have purchased 15 new laptop computers, which are now housed in our library that allow all students access to technology to apply in all of their classes.

Summation - The overall level of technology is actually quite good considering the uneven level of technological investments over the years. We have really relied on grants, some state funds and the ingenuity of our staff to get us to where we are now. Thanks to our most recently passed M & O levy, our community has provided a steady stream of money to both expand and upgrade our technological infrastructure. As detailed above, additional technology opportunities are beginning to occur in an effort to meet this expectation. We will certainly be better at addressing this need next year than we are currently, but I feel comfortable in saying that we are meeting this board expectation.

2. Be knowledgeable of other cultures and understand global and economic issues. IN COMPLIANCE

Elementary School - The elementary students are continually made aware of other countries and cultures through the literacy program and social studies curriculum.

Middle School - The sixth grade social studies curriculum is built around world studies with a strong emphasis on geography. Seventh grade history focuses on ancient world history but is successfully connected back to the modern world. Current Events is a regular feature in the 8th grade social studies classes. Our Language Arts teachers use literature to connect to current significant global issues as well. The sixth graders participate in the well-attended World Travel Fair and through this activity have an excellent venue to express what they have learned about global issues through this project. Eighth grade teachers recently completed an integrated project called Catastrophic Events where students were

able to analyze recent catastrophes and apply it to their assignment in math, history, science and language arts. Additionally, all students have significant opportunities to discuss and express their opinions (verbally and in writing) regarding current social issues within their social studies and language arts classes.

High School - Our Social Studies department does a fine job of focusing on and creating understanding of the world around our students in both Global Studies (world geography/world history) and in CWP. Our AP government class also creates awareness of how our government and laws interact with the world and other governments.

Summation - Staff have done a good job of working to meet this expectation. During student linkage meetings they have stated that this is something they would like to have greater access to, which is why last year our high school social studies department initiated a significant realignment of curriculum to try and meet this need. Again, I know we can do better in this area, but I have seen solid efforts to increase the opportunity and integration of cultural awareness and the global/economic issues of our day woven into learning options for students.

3. Experience personal pursuits such as music, art, drama or sports. IN COMPLIANCE

Elementary School - Our students are very involved in the fine arts and P.E. Each child meets with a specialist twice a week (with the exception of the Kindergarten students who are only here part time) in music and P.E. Art is covered in the classroom by the classroom teacher. Drama is used in the literacy curriculum with "Readers Theatre".

Middle School - Band, choir, drama and art are elective classes. Art is integrated into a number of language arts and social studies classes. Students get PE every other week. Seventh and eighth graders are involved in athletic extracurricular activities. Our band and choir have successfully competed in local concerts. LCMS will have a jazz band next year.

High School - Band, choir, drama and art are all elective classes. We have just recently added fashion design, interior design, digital photography, video productions and music survey to the "old standbys". Our athletic department has had unparalleled success in recent years in both numbers and percentage of participants and success winning at the varsity level. This was a record year for total participants in athletics. 8 different teams competed in their perspective state tournaments this year, along with numerous individuals in other sports. Our band and choir had a very successful year both in increased numbers around participation as well as in competition. Our Jazz band placed second at the UP Jazz festival against many other schools of similar size. During their spring trip to the San Jose "Music in the Parks" festival both the band and jazz band not only took 1st place winning a gold/superior rating (representing the top 5%

nationally) they won “Best overall Bands” at the festival among all schools of all sizes. Our choir placed 2nd taking home silver.

Summation - The district has consistently seen all examples of personal pursuits as very valuable and worthy. At the same time, there is balance in expectations that it is an extension of the classroom and not a replacement. As a result, we have seen an increase in both opportunities and participation over the past three years.

4. Gain a financial awareness and understand the importance of personal fiscal responsibility. NOT IN FULL COMPLIANCE

Elementary School - Students have the opportunity to work hard and show they understand life and learning skills, which are taught in the classrooms. Students in K-3 grades may earn Bobcat Tickets and each week a drawing is done in the office for a prize. Students in grades 4 and 5 earn Bobcat Bucks to use in the Student Store. They will save and make choices of items to purchase with their bobcat Bucks, as they learn about personal finance and responsibility.

Middle School - Next year we will begin our high school exploration elective where one of the units will be on fiscal responsibility.

High School - We cover personal finance in CWP, independent living and next year we are expanding our “intro to business” class to two sections and including new units on economics. Freshmen focus classes have also had personal finance units introduced as well.

Summation - Clearly we are doing some things in this area. However, I cannot say that we are effectively meeting this expectation fully. With that said, I do believe that because this expectation has now been established, the staff are beginning to take action to improve this important personal skill.

5. Participate in non-school community activities that reflect their understanding of citizenship. IN COMPLIANCE

Elementary School - On the student’s report card we have a category in which student’s work all year to master life and learning skills. We also have added a counselor to our school, and she has done a wonderful job of impacting those students with social issues. The counselor has organized several groups of boys and fewer groups of girls that she has worked with all year. The positive impact she alone has made with these students is outstanding. It helps with behavior in the classroom and at recess. We also have created the “Bobcat Ambassadors” which work on out of school activities or special school projects that take these students out of the classroom. Students learn skills that they will carry with them the rest of their lives.

Middle School – Students in the 7th and 8th grade have an opportunity to join the Junior National Honors Society where service learning is part of the curriculum. This year the Teens against Tobacco club picked up cigarette butts down town La

Center. This year our students were part of a fundraiser for Doernbecher and cleaned up a beach on the Washington Coast.

High School - *All students as a part of their graduation requirements must complete 30 hours of community service. This requirement was originally tracked in CWP, was moved to senior seminar and now finally will become a part of Navigation. In addition all seniors are required to attend 1 school board and 1 city council meeting during their senior year. Many of our clubs do service activities throughout the year including honor society and leadership class.*

Summation – *I believe this is an area of strength for our students. Whether it is participation in city council or school board meeting; being involved in community events or getting involved in a charity, our students work hard to complete this requirement and justifiably benefit from the experience.*

6. Gain skills and knowledge in health, nutrition and physical fitness. IN COMPLIANCE

Elementary School - *Our students get this information and experience in P.E. and through several of the Foss Science Kits.*

Middle School - *The entire health program needs to be updated. Our PE teachers will be working on this over the summer to have an engaging Health Curriculum at all grade levels next year. Our PE program will also be getting an overhaul.*

High School - *We have a very good health curriculum that is taught “live” and the same curriculum adapted to on-line learning. We are working to create a more extensive on-line course that students can take as an option with parental approval. We have record numbers of students enrolled in the PE department and over 75 girls signed up to take sports development (Thus the addition of additional staff for next year). We also cover health concerning nutrition topics in cultural foods and in food and nutrition classes as well.*

Summation - *Our staff has and continues to work hard to meet this expectation. There has been increased focus on engaging more students in physical education classes in order to not only meet these expectations, but also broader physical education expectations to fight child obesity. We could certainly do more (and we are working toward that goal), but I believe we are doing a good job in this area at our current state of services.*