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 22nd, 2010.

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 provides 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 all six areas of this policy by providing descriptions of the opportunities students have available to them.

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, use of SMART boards as well as 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 - *All sixth grade students took keyboarding this year. All three grade levels now have technology as an elective. Technology is also incorporated into a number of projects in the art elective. Students had to give annotated bibliographies to show why they used the research that they picked. The 6th grade teachers, 8th grade language arts and all math classes used smart board technology. Teachers will create projects for students where they have to use the Internet for research projects and power point presentations.*

High School - *Students in classes across the curricular areas use current technology to access, share and present learning within their classroom environments. Use of document cameras, projectors and computer-generated presentations are common at all grade levels and curricular areas. Students are exposed to blogs and social networking sites in social studies classes that allow them to have cross-cultural experiences with students around the world. This year we have used Skype to connect our CWP students to persons with specific knowledge from outside our area to our learning environments. We are still pursuing the creation of learning opportunities that take advantage of student's personal use of texting, twitter and other social interactive technological opportunities. Even though this exploration has increased and intensified, we have yet to find a practical use in the educational environment that improves learning. We have tested and explored applications using the iPod touch to put these handheld devices to use as classroom sets in various learning environments. We will be testing a set of iPod touches next year.*

Summation – *We continue to strive to make the necessary programmatic changes (i.e. course offerings, etc.) and at the same time meet the hardware, software and support (in both maintenance and training) that are needed to provide necessary services. All this is being done in an era of reduced funding from the state. As you know, we attempted to boost our funding support this past spring through a specifically designated technology levy, which failed. As a response to this, a Technology for Learning Task Force (TLTF) was initiated to provide a community based, student focused group to look at our technology levels and provide a stakeholder-developed proposal of needs. This report is scheduled to be finalized in January 2011 for board review. In the mean time, we will continue to effectively utilize our current level of resources to best meet the needs of students and staff in order to meet this board expectation.*

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

Elementary School - *Elementary students cover these areas of interest in their Social Studies, Literacy and Second Step classes. Students are aware of current global issues from their Time for Kids magazine and assemblies. Also, students express several of these components through the music in performances and art classes.*

Middle School - *Sixth grade social studies are 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, which looks at significant global issues from the past and present.*

High School - *Students are involved in many opportunities to expand their understanding of other cultures and economic issues. Students are asked to evaluate governments, cultures, religions and economies from around the world and are asked to compare and contrast these to our own. This happens daily in all of our social studies offerings. In addition, students are required to make judgments about policy and to propose their own solutions to current national and global issues. We have had many opportunities this year for students to personally be involved in the process of governmental change in their*

own building and community. Both the board-student linkage meetings as well as the AP Government have worked on food service issues as prime examples.

Summation – *Over the course of the past year, I have continued to see staff work to develop opportunities for students in this area. Social studies is typically the content area where staff weave these topics into student work. I fully believe that staff will continue to find ways to expand learning opportunities for students in pursuit of meeting this expectation.*

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

a. **Elementary School –** *Students are involved weekly in music, art within the classroom, Readers Theater within the literacy program and PE.*

b. **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. The Art classes went on a field trip to the Seattle Art Museum. Our band and choir have successfully competed in local concerts. LCMS jazz band completed its first year and also performed in local concerts.*

High School - *Once again the high school had record numbers of participants this year in the fine arts area and in extra curricular sports. With numbers of over 45% of the student body participating continually and numbers much higher than this at least once during the school year, we far exceed this goal. Our numbers in band and choir continue at record levels and participation in art and drama continue to be very strong. On an ongoing basis the performances by our students in all of these opportunities are extremely successful. Regardless of the wins & losses, our programs offer students experiences that assist them in personal improvement and provide lifelong experiences that assist them in being better learners, but also better people.*

Summation – *As articulated above, we continue to see a strong demand for music, art and athletics by our students. Even in times of tough fiscal uncertainty, we have been able to maintain these opportunities for students without a significant increase in user fees.*

4. *Gain a financial awareness and understand the importance of personal fiscal responsibility.* IN COMPLIANCE

Elementary School - *Students in 4th and 5th grades have daily opportunities to earn Bobcat Bucks. Each month students may choose to spend their Bobcat Bucks on items at our school store or save them as a savings account for a larger item. This helps them begin to learn the importance of their fiscal decisions.*

Middle School - *Navigation 101 currently touches on the cost of living in connection with making career choices. More can be done in this area, but we are headed in the right direction. Students in ASB assess their budget and determine if items are necessary for school before approving any item. Changes are once again being made in Advisory for next year to help students improve financial responsibility. This will include a unit on buying and maintaining a car, which is relevant to their lives.*

High School - *We have specific units in CWP that allow students to develop personal mastery of fiscal responsibility along with understanding their role in the macro economy. We have adopted "cash flow" in our CWP curriculum and use this role-play game weekly to improve awareness in this area. In addition we have modified the curriculum in our "Intro to Business" class to include specific lessons on personal financial issues including, but not limited to, credit, mortgages, taxes, savings, stocks and budgeting.*

Summation – *This is our third year of addressing this expectation. We continue to work to weave these topics into the curriculum and programmatic offerings. Our focus is to meet this expectation in a way that is less about a specific course and more a systemic effort to seize the many opportunities for learning students and staff have to learn about these important life skills and focuses. This way of approaching this expectation is slower, but the real power will come from a team effort than a class "check if off" approach. We will continue to strive to deepen this focus across the district in years to come.*

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

Elementary School - *Students are taught about life and learning skills daily in the classroom, which carries into the community as good citizenship behaviors. Opportunities are also provided with PTO activities and the Bobcat Ambassador program for students in 4th and 5th grades.*

Middle School – *Service learning is an important part of ASB, the leadership class and Honor Society. This year they have been involved in beach clean ups, Doernbecher fundraiser, Share House and collecting goods for the YWCA Women's Shelter.*

High School - *Through this year each of our students taking CWP for graduation were required to complete 15 hours of community service along with attending at least one school board meeting and one city council meeting. In addition, our counseling department encourages all students to participate in volunteer service activities to both enhance their personal growth and to prepare them for future life experiences.*

Summation – *I continue to see our students taking on opportunities to improve their school and community. From food drives, to raising money for outside organizations such as Doernbecher, our students are very happy to dive in and be part of efforts to help others.*

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

a. **Elementary School** - *Our students participate in PE two/three times a week. We also provide a variety of activities at recess including the new track that was installed this school year. Students participated in the school wide Recess Olympics during their recesses. School menus are also listing "Whoa", "Slow" and "Go" items showing students what might be better for them if they are want to eat healthier.*

Middle School – *Health, nutrition and physical fitness were addressed in PE and Health class. Our prevention/intervention counselor, Cathy den Boer also worked with students in the STARS Club to make students aware of the impact that drugs and alcohol have on students. There were a large number of students in the club this year. Cathy also put on a*

health fair for the entire school. Some of the topics at the health fair included drug, tobacco and suicide prevention programs. There was also an emergency nurse who talked about head and spinal injuries with student this year.

High School - *All graduating students are required to complete 2 credits in physical education and ½ credit in health. In addition we do a yearly HIV/AIDS class for all students per state law. We offer a "Foods and Nutrition" class as well as the curriculum in our "Cultural Foods" class has specific content around nutrition. We have fully implemented single sex weights classes in our PE department that has increased the number of girls taking weights/sports development dramatically. Our numbers in sports and the number of sports that we offer has risen continually over the last 10 years and is at an all time high. All of this is the same from last year although I feel like we are moving in the right direction in making connections to student's lives today and beyond their school years. We completed our adoption process of new 9-12 health curriculum and will be modifying our delivery of that curriculum substantially next year.*

Summation – *We have seen in this area too, expanded opportunities for students in the area of health, nutrition and physical fitness again this year. The full implementation of gender specific course offerings has allowed a more focused learning environment that is student-centered. I believe this student-centered approach encourages an increase in internal energy by students.*