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 23rd, 2009.

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 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. Seventh and eighth grade students could take an additional technology as an elective. The students took CBAs (Classroom Based Assessments) in Social Studies this year, which required students to use the internet for research. Student 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.

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. Although our students personal use of texting, twitter and other social interactive technological opportunities have increased, we have yet to find a practical use in the educational environment that improves learning.*

Summation – *As we continue to grow, the demand on our technology and technology support is being stretched to the maximum. New state technology standards are now coming on-line that will challenge our resources even more. With reduced state funding and virtually no technology specific funding available, it makes our ability to provide these services to students essentially a local endeavor. Additionally, with new state mandated testing on the horizon that will use technology to complete the assessments, it is becoming imperative that we look at all options to increase our overall technology support. As you can see from the above descriptions, staff and students are working hard to meet this expectation. However, I am growing increasingly concerned with our ability to maintain compliance with the above 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, TIME for Kids magazine and assemblies.*

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 - *Students, particularly in our social studies curriculum, are involved in many lessons and opportunities to expand their understanding of other cultures and economic issues. Although knowledge and understanding of these issues is not the ultimate goal, while pursuing the ability to evaluate governments, cultures, religions and economies around the world our students are asked to compare and contrast these to our own. In addition we have observed students making judgments about policies and proposing 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.*

Summation – *I continue to see staff working to create additional opportunities for students to expand their awareness of issues beyond our region. Examples of connecting with students via technology across the world as well as tackling global issues as a way to either develop and/or unravel their thinking on various global/economic issues and cultures continues to increase. Students are driving some of the creation of these examples, while staff is developing some. Either way, I continue to see an internal systemic drive to expand the bounds of student awareness relative to global and economic issues.*

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

a. **Elementary School –** *Our students are very involved in music, classroom art, PE, after school sports in the community ed. Program and Readers Theatre in our literacy programs.*

Middle School – *Students have the opportunity to participate in band, choir, drama and art as part of 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 this year to further provide experiences beyond the traditional classroom experiences. Our band and choir have successfully competed in several local concerts. Additionally, LCMS jazz band completed its first year and has performed in local concerts as well.*

High School - *The high school had record numbers of participants this year in the fine arts area and in extra curricular sports. With numbers of over 40% of the student body participating continually and numbers much higher than this at least once during the school year, participation far exceed expectations. Our numbers in band and choir are 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 areas are extremely successful both in winning and losing and also in personal improvement and accomplishment. All this points to the fact that students have the opportunity and are taking advantage of it to experience personal pursuits beyond the traditional school day.*

Summation – *Over the past year, we have expanded opportunities for students in many areas including music and athletics. The old saying, "You build it and they will come" is certainly true in this arena. Our student participation rates continue to increase in virtually every area. This is a credit to our staff who have worked very hard to continue to find ways to engage students in learning activities beyond the traditional school day.*

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

Elementary School - *Students have the opportunity to work hard and show they can expand their life and learning skills, which are taught in the classrooms. They learn how to count money in the primary grades, earn Bobcat Bucks in 4th and 5th grade to be used*

at the Bobcat Store once a month, have fundraisers twice a year for playground equipment, etc. as they learn about personal finance and responsibility.

Middle School - *The high school exploration class offered at the middle school this past year focused on personal financial responsibility, which was well received by students. Navigation 101 briefly addressed the cost of living in connection with making career choices as well. Students involved in ASB had access their budget information and determined if items requested were necessary for school before approving any purchase. This is one of many real world examples of students experiencing this responsibility.*

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. 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 second year of addressing this new expectation. It is obvious to me that staff is now much more focused on this target and they continue to strive for new ways to incorporate this learning need into more and more facets of the learning experience. Clearly we have a long way to go, but I feel confident that we are making progress for students.*

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

Elementary School - *Life and Learning skills are taught and worked on in class and on the playground. This carries into PTO activities that require good citizenship characteristics when volunteering. All these opportunities help students learn skills that they will carry with them the rest of their lives.*

Middle School – *Service learning is an important part of the middle school ASB, the leadership class and Honor Society experiences. This year they have been involved in beach clean ups, working at Battle Ground Rehabilitation Center, Doernbecher fundraiser, Share House and collecting goods for the YWCA Women's Shelter. Students who were involved with the STAR Club (Formerly SADD) with the focus of substance abuse prevention were involved in many in school and out of school experiences designed to raise awareness of issues associated with health and prevention.*

High School - *Through this year each of our students taking CWP for graduation were required to complete 30 hours of community service along with attending at least one school board meeting and one city council meeting.*

Summation – *I continue to believe this is an area of strength for our students. Whether it is participation in city council or school board meetings; 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. This year in particular, there are many examples of students being engaged in completing selfless work to make a positive difference in the lives of others. One obvious example of this was student support of one of our high school teachers*

who has been battling cancer. Student energy in support of this teacher not only was helpful for the staff member, but their focus was to raise awareness to help all individuals battling cancer. Without question, we have very special, selfless students within the district. Not all of it came from inspirations outside of the district. It certainly came from the positive learning environment that is the norm within the district, which to me clearly demonstrates our students are meeting this expectation.

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

a. **Elementary School -** *Two or three times a week, students participate in PE. Additionally, students have daily recess where they can earn plastic feet when running four laps on the elementary play field (and soon on the elementary track) as a way to increase their physical activity. This year, the Bobcat Ambassadors participated in a joint discussion of nutrition and planning lunch menus. Students also have an opportunity to talk and learn about health matters within their science curriculum.*

Middle School – *Our PE program made significant changes over the course of this year. The health component was improved where students addressed a variety of issues that affect their lives. We had gender specific health classes, which enabled a more comfortable atmosphere to address issues in health. The health class' culminating project was the Classroom Based Assessment on health, nutrition and physical fitness. The PE classes also offered more variety in the skills and activities for students this year, all designed to increase motivation for meeting this policy expectation.*

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.*

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 increasing 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.*