Monitoring Report - Ends Policy
E-4, Social Skill Development

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

CERTIFICATION
I hereby present my monitoring report on Ends Policy E-4 "Social 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 28th, 2011.

Mark Mansell, Superintendent

SUPERINTENDENT'S INTERPRETATION OF POLICY
I interpret Social Skill Development to mean the board expects each student to graduate with the social 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 four 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-4 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 four specific areas described in this policy. The following will address each specific area of Ends-4 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 four areas of this policy.

1. *Be able to share, negotiate solutions to problems, respect diversity and act assertively in an appropriate manner*. IN COMPLIANCE

<u>Elementary School</u> (by S. Lincoln) - *We have numerous ways to develop and give students experiences in each of these areas. Our overarching theme for this school year has been Paws-itive Community. We have had ten monthly sub-themes, such as cooperation, goal setting, diversity, etc. These themes are worked on in classrooms, announced during morning announcements, and more. These efforts have helped us to work together and have also supported our learning in content areas. We are stronger working together as a whole school. Our Building Council has voted for us to continue these efforts again next school year. We use Second Step in each grade level is supportive of students' learning in the given areas. It focuses a great deal on developing empathy skills and problem solving skills. Our staff also strived to consistently support students' learning in Second Step by utilizing and supporting what has been learned*

through Second Step in such places as the playground. Students also develop their skills in support of the playground through their work to present at playground meetings. Students representing groups or classes have presented regarding potential concerns and have developed solutions they have implemented. Students' negotiations and solutions to problems have greatly helped our recess efforts. We also now have student feedback forms at two places during recesses where students can give us ideas and possible ways to improve. This idea came from students. The mentioned skills are also developed through our social studies curriculum and individualized extension efforts by our classroom teachers.

<u>Middle School</u> (by D. Cooke) - *LCMS staff has worked hard to encourage student voice in their classrooms and in regards to issues concerning their school. We have a strong student leadership group of over 60 kids who address school concerns. We have also developed a successful bully intervention program, which has helped to educate the bully and prevent further incidences. I meet with the leadership group on a regular basis. Our social studies and language arts teachers stress diversity in their Curriculum through the curriculum developed and subsequent discussions.*

<u>High School</u> (by C. Patton) – *Our students have many opportunities and programs from which they can draw upon to learn these skills. Our Social Studies classes across the board provide awareness of world issues, past and present, and they relate much of their learning by making it relevant to student issues and concerns. This ties into our ASB Leadership classes, where our student government addresses school concerns, which help create the culture of the school. Through the psychology class our students are also taught peer mediation and skills in leadership. Our ropes course also provides a variety of skills that create learning opportunities supporting individual student growth and student-to-student work.*

<u>Superintendent's Summation</u> – *Students across the district have significant voice in school decisions. From playgrounds to classroom, our students are not only afforded the opportunities to make decisions and solve problems, our staff work hard to weave these powerful learning opportunities into their every day learning experiences they create for students. Over the course of this past year, there have also been several discipline examples that were turned into learning opportunities beyond the consequences that were meted out as a result. In short, learning has become the key focus of our collective efforts whether it is traditional learning opportunities or those that arise in the course of the overall school experience.*

2. *Have knowledge of factors that should guide their decisions when making responsible individual choices: drug use, sexuality, respect, compassion and honesty.*
IN COMPLIANCE

<u>Elementary School</u> (by S. Lincoln) - *We currently have experiences in social studies and other efforts focused at the appropriate developmental levels for supporting students in these areas. Also, as mentioned, our efforts with developing a Paws-itive Community*

have helped us to support in such areas as respect for others, compassion for others, and honesty.

<u>Middle School</u> (by D. Cooke) - *We have not had one drug, alcohol or smoking incident on campus this year. We provide opportunities to learn about issues related to tobacco and drug use in our health classes. We have assemblies to address bullying as well as group discussions based on gender each year to discuss sexual harassment. Advisory also addresses bullying issues.*

<u>High School</u> (by C. Patton) - *There is a positive expectation of our students when they arrive at the high school that they will make good choices based off of the prior learning in grades K-8. Students in the high school support each other, including reach-out programs like Alateen, the Phoenix Program and peer mediation. Also the counselors and administrators help students understand the rules that are listed in the student handbook.*

<u>Superintendent's Summation</u> – *Depending on the grade level and/or subject area of study, I have seen staff being committed to helping students make great choices and understanding the potential consequences for making poor choices. Our goal is to work as hard as we can to make sure that students have genuine connections with a school adult beyond the content so they feel comfortable asking questions about their choices. If these questions go too far beyond the curriculum, staff is instructed to engage their building administrator or school counselor to help students in this process.*

3. *Be capable of making decisions in and for groups.* IN COMPLIANCE

<u>Elementary School</u> (by S. Lincoln) - *As mentioned in previous updates above from the elementary school, we have many efforts in all areas that help to develop effective decision-making.*

<u>Middle School</u> (by D. Cooke) - *The Leadership Class plays a major role in addressing school issues. With any significant school decisions, I seek the advice of this class. Cooperative group work is encouraged in most classes.*

<u>High School</u> (by C. Patton) - *Our learning model supports and encourages teachers to provide student-to-student flow of information within daily classroom instruction. Students are encouraged to make decisions and take ownership of their decisions based on higher level thinking skills. Teachers challenge students within the classroom, activities and leadership classes to support their decisions and group outcomes.*

<u>Superintendent's Summation</u> – *The district learning model articulates three conditions for helping students learn to become independent, self-directed learners for a lifetime. One of these conditions is known as the Flow of Information. This condition puts students in the situation more often of being engaged with others within a group where decisions ultimately must be made. Teachers are also utilizing the district's evidence collection array, which is a tool to collect evidence around the learning conditions, including the flow of information. With in this array, evidence is collected by staff that include student debate, asking questions to construct meaning and active troubleshooting of the*

communications to name a few. All of these evidences are key to ensuring that students are being put into learning situations where they can practice the skills necessary to achieve this expectation.

4. *Be highly skilled, a flexible thinker and an effective team member.* IN COMPLIANCE

<u>Elementary School</u> (by S. Lincoln) – *Please see the elementary sections in items #1 and #2 above.*

<u>Middle School</u> (by D. Cooke) - *One of the areas that we have been working on is improving the flow of information in the classroom. Staff designs lessons to get more student involvement and be an advocate for their own learning such as group work, small group discussions and analyzing work together where the teacher plays the role of facilitator. Staff is also developing their lessons to require more thinking from the students instead of just completing the assignment. We also created a highly capable student task force to address the cognitive demand of teacher lessons and assessment.*

<u>High School</u> (by C. Patton) - *As per our district learning model, I am seeing more opportunities daily in all classrooms that increases the students-to-students flow of information, raises the cognitive demand and has a stronger learning trust. Students are taking ownership in their decision-making opportunities, as they become critical thinkers in and out of the classroom.*

<u>Superintendent's Summation</u> – *As stated above, the district's learning model focuses our attention and evidence collection efforts around three learning conditions we believe are necessary to develop independent, self-directed learners for a lifetime. One of these conditions is the cognitive demand of the work students are being asked to achieve. Put another way, if we want our students to think then as educators we need to intentionally put students into learning situations that asks them to do just that… think!*

Over the past year our staff has worked extra hard in this area so as to raise the cognitive demand of the lessons they design for students. One of the best examples of this effort was the work of two Learning Conditions Mini-Grant (LCMG) teams (one high school and one elementary) known as the "Old Dog" teams. These teams worked to develop ways to increase the cognitive demand with more intentionality in how lessons are created from the beginning.