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 28th, 2011.

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 written by each building principal (Elementary – Scott Lincoln, Middle School – David Cooke and High School – Carol Patton). I have also included a summation written by me for each of the following sections based on my observations and awareness. 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

<u>Elementary School</u> (by S. Lincoln) - *We strive to integrate current technology into our learning experiences. Our SuccessMaker math program has expanded to grades 3-6 and now has a home-based component. Math Club and fourth grade staff are working to further expand our school licenses and laptops to 35 from 25. We offer the Xtra Math facts web-based program for grades K-5 at school and home for every student. Families can access support for our Investigations 2 math program from home using our school website. Other math support links are also available on our school website. Two second grade students piloted the use of the web-based ALEKS math support program for gifted and talented students this school year with positive learning success. We are working to purchase a web-based version of DIBELS for use in grades K-3 for next school year.*

This will cut down testing time for each adult participant by at least five days each school year. It will also allow for instant access to data by our teachers. Teachers in most classrooms provide access for students to utilize web-based and software-based learning within their classrooms. Some teachers take their students to access learning through our computer lab. All teachers utilize document cameras and projectors in the classroom. Some use digital whiteboards in their classrooms. A couple of staff have also participated in a T3 grant and have worked to give workshops for our staff to better understand how to use technology and website resources to further support our students' learning. These are a few of the ways we are working to integrate current technology into learning.

Middle School (by D. Cooke) - *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. 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. Teachers will create projects for students where they have to use the Internet for research projects and power point presentations. There are a number of students who are now using blogs as a form of communication including the Educational Leadership Class that I teach. Students are using power point in a number of their assignments in a variety of classes.*

High School (by C. Patton) - *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 iPads next year as well for students and teachers in the high school.*

Superintendent's Summation – *We continue to work to expand our support in this area and I feel as though we are making progress. With that said, as with all technology this target is always a moving target. When we make changes to meet the needs of changing technology, the bar gets raised or it moves altogether. One of the areas this year was the laying of the "tracks in front of the train" for the upcoming school year through the work of the Technology for Learning Task Force. This community led group worked throughout the Fall to explore the current level of technology within the district and detail the needs to support our students. This effort was geared toward gaining insight into what was needed to put forward to the community a technology levy. What resulted through their efforts was an energizing of staff to think differently about how we were*

using technology. The fruit of this effort will be seen in the coming school year as we have 30 teachers learning to use iPads within their learning environments. There is no doubt that this will create new technology access for students in short order.

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

Elementary School (S. Lincoln) - *The majority of our efforts to incorporate perspectives from other cultures take place in classrooms through our social studies and Second Step programs. This also includes the differing American perspectives throughout its history.*

Middle School (by D. Cooke) - *The 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 including slavery and the Holocaust. 8th grade students as part of advisory will go to the Real Life Exhibit that simulates disasters around the world. The students responded to this exhibit by raising supplies for disaster relief. Students taking Pacific Northwest History will learn the role that Washington State plays in the world. We are currently revising our advisory curriculum in the 8th grade to address personal finance.*

***High School* (by C. Patton) -** *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.*

Superintendent's Summation – *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

Elementary School (by S. Lincoln) – *These experiences often take place through work integrating homerooms, physical education classes, music classes, and recesses. We continue to seek further opportunities to integrate in the areas. Currently, we are preparing for an exercise fundraiser to take the place of next year's magazine fundraiser and striving to gain a Moebius climbing structure for our playground. Another example includes our 4-Day-K teachers' efforts to teach music, Second Step, drama, and physical education with consulting support from our music and P.E. specialists next year.*

<u>Middle School</u> (by D. Cooke) – *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.*

<u>High School</u> (by C. Patton) - *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.*

<u>Superintendent's Summation</u> – *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

<u>Elementary School</u> (S. Lincoln) - *Students gain some financial awareness through their work in such areas as math and social studies. They may also gain awareness through such experiences as our Book Fairs and Holiday store. With both, students are given budget papers and often coupons, which they may use to purchase goods. Various classes also have class and grade level stores.*

<u>Middle School</u> (by D. Cooke) - *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.*

<u>High School</u> (by C. Patton) - *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.*

<u>Superintendent's Summation</u> – *This is our fourth year of addressing this specific school board expectation. I see more and more effort to weave into the spectrum of student offerings topics of financial responsibility and awareness. This will continue to*

be an ongoing effort, but I believe that a system-wide inclusion of the focus area is more powerful than one course for all.

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

Elementary School (by S. Lincoln) - *Students have various opportunities to participate in service activities that model selfless citizenship. One example was that of our student created and run Pennies for Japan drive to support the people of Japan after the earthquake and tsunami. Our Bobcat Ambassadors support our whole school through their service activities and meet monthly to collaborate on their efforts. Students choose to share their ideas and efforts through many other opportunities. Two others include work to improve our playground at monthly meetings and through providing support services for our SOS program and cleaning tables in the cafeteria.*

Middle School (by D. Cooke) – *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 (by C. Patton) - *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.*

Superintendent 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**

Elementary School (by S. Lincoln) - *Our P.E. teachers work hard to help our students connect how nutrition, health, and physical fitness are essential to their efforts of life-long learning and to thrive personally. This is a key component to our physical education program. We strive to further support through trying to integrate activities on the playground with our P.E. program, such as our track and upcoming climbing structure. Also as mentioned, we are working to integrate such things as our exercise fundraiser and start a Walking School Bus program.*

Middle School (by D. Cooke) – *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.*

<u>High School</u> (by C. Patton) - *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.*

<u>Superintendent's Summation</u> – *We have seen in this area too, expanded opportunities for students in the area of health, nutrition and physical fitness again this year. The move to more online health courses as well as additional course offerings such as Outdoor Education in the middle school are signs of our commitment to providing students opportunities in this curriculum area.*