

Monitoring Report – Ends Policy

E-3 Personal Skill Development

BOARD POLICY EXPECTATION

The Board expects each student to develop the personal skills to be a confident and self-reliant learner in a complex and rapidly changing world.

CERTIFICATION

I hereby present my monitoring report on Ends Policy E-3 “Personal Skills 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 October 16th, 2019.

Dave Holmes, 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 lifelong 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 seven areas. As a measure of student success in accomplishing these Ends expectations, objective data (survey, 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 work from across the district to meet these expectations.

REPORT

There are seven specific areas described in this policy. The following will address each specific area of Ends-3 as best as possible. I believe at this time the district is meeting the intent of all the expectations of this policy and is **In Compliance**.

1. *Integrate current technology as part of their learning efforts.*

The district continues to focus on technology integration across the district. This is represented by the expanded use of Google Classroom at all building levels. Google Classroom offers a paperless method for assignments and projects to be turned in online. It is very student-friendly and many students prefer this option for work completion. We continue to upgrade our Chromebooks that have been purchased to support student learning. The middle school teachers of core subjects have a set of Chromebooks for each of those classes. Our continued investment in student devices has allowed us to reach a 1:1 ratio of students to devices in grades 6-12 and we continue to increase our numbers for the elementary.

Here is the latest professional development opportunity being provided for our teachers. I believe this is a great example of the types of training we do regularly for our staff to prepare them to integrate current technology:



Tech Buddies

A PD Opportunity in LC for Teachers

What: An opportunity to research, plan, teach and reflect a new lesson that integrates technology with a BUDDY! That is right, you get to teach a lesson with a buddy ...together in each of your classroom settings.

The Plan:

Three Pre-Planning Meetings

- Dates and times to be determined by people who sign up
- **Hour 1:** Examine content and technology standards, pick a skill to teach students. Begin to research project ideas.
- **Hour 2:** Design Lesson for Buddy A classroom
- **Hour 3:** Design Lesson for Buddy B classroom

One Day of Buddy Teaching/Sub (Up to 6 hours)

- You and your buddy would spend the morning in one classroom and the afternoon in the other (a sub would switch opposite of you.) You and your buddy would team teach the new lesson to students.

One Reflection Meeting

- Date Picked by Group, show, tell and reflect

Clock Hours: Up to 10 clock hours provided depending on teaching time.

Why Should I Do This? Often in the classroom we are isolated as teachers spending most of our time teaching alone. Sometimes trying something new might be difficult in order to problem solve or manage. Sometimes we are tired and the thought of new sounds scary or hard.....so let's buddy up, try something together and grow together.

Interested: Click here and sign up by October 31st. I will then send out information to pick our dates/times

You do not have to sign up with a buddy. Once you sign up, we can match up once we show up. It might be really powerful learning to buddy up with people in other grade levels or content areas.

2. Incorporate perspectives from other cultures in a manner that allows deep exploration of global and economic issues.

The district strives to help students to be socially aware of other's differences. The "Character Strong" program is a good example. Students are taught social awareness lessons that include the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. This helps provide students the ability to understand the social and ethical norms for behavior.

The districts social studies curriculum continues to offer awareness of social, cultural and economic issues and differences.

As in years past, we have a number of foreign exchange students at the high school which allows our students an up close interaction from students of other cultures.

3. Experience personal pursuits such as music, art, drama, sports and/or service learning.

The elementary school has a full-time art specialist for all grades and students to experience art. This is not typical of most schools in Clark County due to the cost associated with this staffing. The middle school continues to offer electives in band, choir and beginning and advanced drama. After school sports are also very popular activities as well as the yearbook club, robotics club, game club and Math is Cool! The high school continues to offer various art classes including ceramics 1 and 2, art foundations, draw/paint 1 and 2, theatre art, acting and advanced acting. As referenced in E-2, the athletics at the high school are also popular with students. This past year was the second annual district-wide art show with participants from elementary school.

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

Students in the high school continue to have the option to take personal finance as an elective option. Intro to Business and Accounting were added as electives this last year.

5. Participate in school and non-school community service activities that model selfless citizenship.

Student-run service projects this year included the Doernbecher fundraiser for elementary and middle school students and the sophomore class held a fundraiser for Randall Children's Hospital for toys and materials. Our students also continued the district-wide stuff the bus competition. Students brought in thousands of pounds of food to donate to local families in need! Students still have the opportunity to participate in the LEO's Club at both the high and middle schools that supports community service activities outside of school. Students in elementary school are encouraged to be part of the Bobcat Ambassador program that introduces 4th and 5th grade students to a school and community leadership process that encourages them to pursue student government activities and community service in middle and high school.

6. Connect how health, nutrition and physical fitness are essential to their efforts of lifelong learning and to thrive personally.

This last year we developed the district's Wellness Policy. This will create new opportunities for teaching students about the importance of health, nutrition and physical fitness. One goal of the policy is to integrate lessons on nutrition into the classroom environments. The middle school has integrated health lessons into the PE curriculum for all grade levels. Students are encouraged to be physically active every day. The support and continued success of the district's athletic program is an example that our students support physical activity.

Students continue to take the Healthy Youth Survey. Data from the survey is used to provide students with counselor support, educational workshops on health and substance abuse issues and outside support groups as necessary. We continue to publish the results of the survey with our parents and community. Just this month, the board approved the partnership with LCU to promote the community version of the healthy youth survey. This data will be collected and compared to our youth data and this will guide future district and community goals around helping create a more healthy community.

7. Create appropriate learning support networks in a variety of settings.

The district continues to support student learning in a variety of ways. The elementary school's school-wide Title I plan was developed to support student learning starting this last school year. This allows a student's learning to be supported by appropriate small group or individual interventions across the K-3 grade bands. Students at the middle school will be put on a plan if their grades fall below the promotion standards. The middle school math tutor continues to note an increase in the number of students taking advantage of this program. Students are again supported in the high school by the 9th and 10th grade focus classes. In addition, we provide credit recovery opportunities for students year-round to help them stay on track for graduation. This is done through our home school and ALE program.