

ENDS 4: Life Management and Personal Awareness

August 27, 2020 (monitoring the 2018-19 school year)

Students will live healthy, satisfying, and productive lives.

Interpretation:

- We interpret **students** to mean all students in our K-12 educational system and students who have recently graduated.
- We interpret **live healthy lives** to mean our students will make informed and appropriate choices regarding their physical, social and emotional condition.
- We interpret **live satisfying lives** to mean our students will demonstrate self-assurance about one's ability to accomplish his/her personal grade level goals and plan for post-secondary pursuits.
- We interpret **live productive lives** to mean students will progress through their K-12 learning experience, meeting grade level appropriate behavioral, social/emotional, and academic standards and apply those skills to their goals in life.

Reasonable progress: We have confidence that students are meeting the targets of Ends 4 when they progress through our K-12 educational system, engage themselves in the academic and co-curricular opportunities provided, and apply their acquired knowledge to make informed and healthy life choices. The monitoring report will also demonstrate that students' academic, extra-curricular and co-curricular experiences prepare them to pursue their personal passions and a wide range of post-secondary opportunities and empower them to make informed decisions regarding their goals in life.

Overall Evidence

Rationale: High School graduation rates reflect the percentage of students (at minimum) who have successfully met the wide range of requirements to earn an ISD diploma. Students must complete courses in CORE content areas along with Career and Technical (CTE) credits, a technology proficiency requirement and state assessment requirements. These requirements along with other opportunities to learn in the school environment and with opportunities to participate in school sponsored clubs, activities and sports provide for experiences that help our students develop their Personal Awareness and create plans for their future.

[Graduation Rates and Requirements \(Regulation 2410\)](#)

Graduation Rate - Source: OSPI Report Card

	% On-time Adjusted 4 year cohort	% Extended Adjusted 5 year cohort
Class of 2013	92.9	94.3
Class of 2014	92	93.4
Class of 2015	92	93.7
Class of 2016	92	94.4
Class of 2017	92.7	94
Class of 2018	91.8	93.6
Class of 2019	93.2	

Graduation Rate by School – Source: OSPI Report Card

Graduation Rates by Ethnicity/Race Program - Source OSPI

Graduation Requirements:

[Issaquah High School 2018-19 Course Guide](#)

[Liberty High School 2018-19 Course Guide](#)

[Skyline High School 2018-19 Course Guide](#)

[Gibson Ek Competency Report](#)

Students will:

4.1 understand and apply principles of sound physical health, including, nutrition, hygiene, and fitness;

We interpret 4.1 to mean students will move through the K-12 system experiencing curricular and co-curricular activities that will strengthen their understanding and application of principles of sound physical, nutrition, hygiene, and fitness.

Evidence

Survey Data

Rationale: We collect and analyze self-reported health data as a measure of student awareness and understanding about health and wellness matters.

- [Link to Specific Healthy Youth Survey Questions 2014, 2016, 2018](#)
- [Link to Healthy Youth Survey on the ISD Website](#)
- [Student Survey data on drug/alcohol and abuse, social relationships and sex/health issues](#)

State Standards Alignment Evidence

Rationale: Students are required to fulfill health and physical education requirements taught to WA State standard. These courses help educate students on principles of physical health, nutrition, hygiene and fitness.

- [Health and Physical Education State Standards - OSPI](#)

Curriculum

Rationale: Curriculum is implemented in health and fitness in order for students to apply principles of sound physical health.

- [Health Curriculum ES, MS, HS](#)
- [FLASH for 5th Grade through High School](#)
- [Health and Fitness Curriculum ISD Website](#)

4.2 understand and apply principles of sound mental and emotional health, and learn to identify signs of emotional health concerns in self and others, and when to seek supportive resources;

We interpret 4.2 to mean students will move through the K-12 system experiencing curricular and co-curricular activities that will strengthen their understanding and practice of sound mental and emotional health. Students will recognize concerns related to emotional health in themselves and others and when to seek supportive resources.

Evidence

Survey Data

Rationale: Reviewing survey data informs the District in its efforts with regard to mental health.

- [Healthy Youth Survey Questions addressing emotional health](#)
- [Healthy Youth Survey on the ISD Website](#)

State Standards Alignment

Rationale: Students are required to fulfill health and physical education requirements taught to WA State standard. A student's physical health is an important component of mental health.

- [Health and Physical Education State Standards](#)

Mental Health

Rationale: The District recognizes the importance of implementing strong mental health curriculum, wellness checks, and counselors for our students.

- [Swedish Partnership 2018-19](#)
- [Counselors Synopsis for Elementary, Middle and High School](#)
- [Universal Screener - 2018-19 Strengths and Difficulties Questionnaire](#)
- [Student Intervention Resources – Synopsis 2017-2020](#)
- [Positive Behavior and Social Emotional Support \(PBSES\) website](#)
- Drug and Alcohol Counselor added in 2017-18 spending one day in each high school
- Elementary Social Emotional Learning Curriculum implemented
- Middle School Social Emotional Learning Curriculum adoption began 2017-18
- [Elementary Health Curriculum](#)
- [Suicide Prevention – 2018-19](#)
- [Social Emotional Learning \(SEL\)](#), includes links to:
 - [Multi-Tiered Systems of Support \(MTSS\)](#)
 - [Positive Relationships](#)
 - [PBIS \(Positive Behavior and Intervention Support\)](#)
 - [PCM Strategies \(Proactive Classroom Management Strategies\)](#)
 - [Second Step](#)

4.3 understand the opportunities and risks posed by digital technology and social media, including social-emotional risks and safety impacts;

We interpret 4.3 to mean students will move through the K-12 system experiencing curricular and co-curricular activities that will strengthen their understanding of the opportunities and risks posed by digital technology and social media, including social-emotional risks and safety impacts;

Evidence

Technology Use Safety Data

Rationale: Students must understand what internet safety means in order to appropriately use technology.

- Digital Citizenship - The Children's Internet Protection Act (CIPA) requires schools to provide Internet Safety training every year to all students. There is no provision from CIPA for what curriculum is used so each school makes its own choices of Internet Safety Curriculum. In Issaquah all schools are required to complete Internet Safety Training and submit a completed form certifying that they have done so. The completed certifications are sent to the Executive Director of Compliance and Legal Affairs.
 - [K-5 Students Responsible Use Agreement](#),
 - [6-12 Students Responsible Use Agreement](#)
 - [Violations of the student Responsible Use Agreement resulting in student discipline – 2018-19](#)

Survey Data

Rationale: Reviewing survey data informs the District in its efforts with regard to social media use.

- [Healthy Youth Survey Questions Addressing Social Media](#)

Curriculum

Rationale: Embedded in curriculum are learning opportunities that give students understanding of how technology and social media affect both their own lives and the lives of others.

Evidence

- [Healthy Youth Survey: Questions on use and misuse of technology](#)
- [Tech Smart Curriculum - Grade 6/7](#)
- [Speak Up Survey Responses 2017-18](#)
- [Speak Up Survey Responses 2018-19](#)
- Responsible Use Agreement
 - [Responsible Use Agreement - Grades 6-12](#)
 - [Responsible Use Agreement - Grades K-5](#)
- [Social Media and Digital Citizenship lessons](#)
- [Health and FLASH Curriculum](#)
- Graduation rate reflects the percentage of students (at minimum) who have successfully met the technology requirement (see preamble).
- [High School Health Requirement - Online Safety, FLASH High School, Lesson 8](#)
- [Second Step Middle Schools Lesson Plans addressing cyberbullying throughout](#)
- [Social Emotional Learning \(SEL\) – K-8th Grade](#)
- [K-5 Bullying Prevention - Scope and Sequence](#)
- [Second Step Bullying Curriculum: Examples of Social Media Skill Lessons](#)
- [8th Grade Social Studies Unit - Example of Ethical Use of Technology](#)

- [ISD Safety webpage](#)
- [Social Emotional Learning \(SEL\) Curriculum](#)

4.4 identify, understand and develop their personal strengths and interests;

We interpret 4.4 to mean students will move through the K-12 system experiencing curricular and co-curricular activities that will allow students to recognize and develop the areas they are drawn to and in which they are adept.

Evidence:

Survey Data

Rationale: Reviewing survey data informs the District on how students view their opportunities for creativity and individuality.

- [8th Grade Exit Survey question – Creativity and Individuality](#)
- [5th Grade Exit Survey questions – Opportunities, Creativity and Individuality](#)
- [Senior Exit Survey questions – Opportunities and Creativity](#)
- [Healthy Youth Survey - Opportunities for Involvement](#)
- [Healthy Youth Survey, ISD webpage](#)

Elementary Writing Common Assessment

Rationale: Writing is a component of creativity and Common Assessments are used to measure strength in writing.

- [4th Grade Common Writing Assessment - 2016-17, 17-18 and 18-19](#)

Co-Curricular Opportunities

Rationale: Opportunities to participate in co-curricular activities encourage students' personal strengths and interests.

- Extra and co-curricular opportunities provided through [Issaquah Schools Foundation](#)
- Extra and co-curricular opportunities and participation:
 - [PTSA funded opportunities \(ISD PTSA website – see Programs\)](#)
- [Elementary Clubs and Activities 2018-19](#)
- [Middle School Clubs and Activities 2018-19](#)
- [High School Clubs and Activities 2018-19](#)
- [Extra- and Co-Curricular Opportunities and Participation - Athletics \(Skyward\)](#)
- [ASB Participation](#)

Post High School and Career Opportunities

Rationale: Active participation in planning for life after high school helps prepare students for a successful future in their areas of strength and interest.

- [High School and Beyond Plan \(HSBP\) Grades 8-12 \(2018-19\)](#)

- [High School and Beyond, 8th Grade, Power Point](#)
- [High School and Beyond, 7th Grade Instructions](#)
- [High School and Beyond, 8th Grade Instructions](#)
- [OSPI High School and Beyond Plan](#)

Choices in Curriculum

Rationale: Choices in curriculum give students opportunities to pursue personal development and individual interests.

- All students are exposed to academic and elective [course offerings](#), and extra and co-curricular opportunities
- Self-select:
 - [Middle School Math Curriculum](#)
 - [Middle School Science Paths](#)
 - [Advanced Language Arts FAQs](#)
 - [Independent Health and PE \(8\)](#)
- Students consider learning recommendations when choosing courses [course offerings](#).
- Balanced Literacy Approach with Guided Reading, and Readers' and Writers' Workshops in our elementary schools provides leveled reading choice for students.
- [Online Learning Summary 2018-19 - Credit Accrual on page 10](#)
- [Summer School Class Enrollments, includes Online Learning for Credit Accrual](#)

4.5 develop higher-level thinking skills in order to be able to create and innovate;

Interpretation:

We interpret 4.5 to mean students will move through the K-12 system learning and applying creative and critical thinking skills in order to generate and develop new and unique outcomes.

Evidence

State Standards

Rationale: Students are required to fulfill state standards which include higher level thinking.

- Specific [State Standards](#) around higher level thinking skills are embedded in all courses that align with 4.5.

Curriculum

Rationale: Elementary Reading and Writing Curriculum provide an opportunity for students' choice of reading material and writing topics/genres. Instruction in the Arts include dance, music, theatre, visual arts and media arts.

- [Example: Kindergarten Reading and Writing Curriculum with links to grades 1 through 5](#)
- [Arts K-12 Learning Standard](#)
- [Fine Arts, includes Music and Visual Arts](#)

Survey Results

Rationale: Keeping a pulse on students' perception of their own creativity helps inform District practices in curriculum, instruction and co-curricular activities.

- [Panorama Soft Skills Survey on creative thinking](#)

Gibson Ek High School

Rationale: Gibson Ek High School is a Big Picture school-design model emphasizing project-based learning and internships. Unstructured exploratory time is built into the schedule; time in which students engage in their project work independently with advisors available to support but do not direct student's work during this time.

- [Gibson Ek High School webpage](#)

Career and Technical Education and STEM

Rationale: STEM & CTE are adaptable and complement college-preparatory education and core academic classes across secondary and postsecondary education. Guided by an emphasis on real world, real life skills, STEM & CTE connect students to academics and training that will help them be successful in the future.

- [ISD Stem and CTE](#)

Elective Classes

Rationale: Optional periods provide opportunities for elective classes for high school students to pursue their strengths and interests.

- [Optional 7th & 9th Period](#)

Impact in Middle School

Rationale: Impact is one way in which the District provides additional opportunities for middle school students to be creative.

- [Impact Middle School Program Description](#)
- [Impact Middle School Program Participation](#)

Assessment Data

Rationale: The Reading Assessment was based on higher level thinking skills as applied to reading.

- [2018-19 Language Arts Grade 8 Common Assessments](#)

Thinking Skills

Rationale: Across the District K-12 system students are expected to problem solve in creative ways in all content areas.

- [ISD Thinking Habits and Skills](#) are emphasized across the K-12 system.

4.6 be resilient, take informed risks, deal constructively with failure, and be flexible and adaptable to change.

We interpret 4.6 to mean students will persist in their education pursuits by adjusting to changing circumstances and challenges throughout their K-12 experience.)

Evidence:

Survey Data:

Rationale: Reviewing survey data informs the District on how students view their ability to be resilient.

- [Survey Data on Resiliency in grades 4, 7 and 9 - source Panorama](#)
- [Fifth Grade Exit Survey data questions 7 and 17](#)
 - [Fifth Grade Exit Survey by school](#)
- [Eighth Grade Exit Survey on self-expression](#)
 - [Eighth Grade Exit Survey by school](#)
- [Senior Exit Survey questions 8 and 9](#)
 - [High School Senior Exit Surveys](#)

Curriculum Opportunities which include self-select and AP/IB enrollment

Rationale: Giving students opportunities to choose self-select pathways enables them to take informed risks.

- [Online Learning Summary 2018-19 - Summer School for Credit Accrual page 8](#)
- [Summer School Class Enrollments, includes Online Learning for Credit Accrual](#)
- [Online Learning Enrollment Trend Fall/Spring/Summer – page 1](#)
- [Juniors and Seniors enrolled in AP, IB, College in the High School enrollments, Ethnicity/Race and Gender data](#)
- High School and Middle School Learning Recommendations:
 - [ISD Curriculum Standards](#)
 - [Liberty High School Course Guide](#)
 - [Middle School Advanced Language Arts \(self-select\)](#)
 - [Middle School Math Pathways \(self-select\)](#)
 - [Middle School Science Pathways \(self-select\)](#)
 - 6th Grade Self-select Charts in Math, Language Arts and Science and 7th Grade Math Path Self-Select:
 - [Self-Select Data 2016-17 with Ethnicity/Race and Gender Distributions](#)
 - [Self-Select Data 2017-18 with Ethnicity/Race and Gender Distributions](#)
 - [Self-Select Data 2018-19 with Ethnicity/Race and Gender Distributions](#)

STEM and Other Opportunities

Rationale: Additional opportunities for students to choose their own pathways enables them to take informed risks.

- [Running Start Enrollment Data](#)
- WANIC Skill Center
 - [WANIC Skill Center Class Distribution 2018-19](#)
 - [WANIC Skill Center Class Distribution Summer 2019](#)

Grading Principles

Rationale: Student exceptionalities are an important consideration when determining a student's academic grade. Teachers are encouraged to provide multiple opportunities for students to show their proficiency, and many are motivated to make progress with a modified timeline, or an alternate method of demonstrating their learning. The District's goal is for teachers to give our students, and those who support their learning, the clearest, most informative picture of where students are in their academic proficiency.

- [Grading - Secondary Grading Principles - ISD Webpage](#)

Credit Accrual and Grade Improvement

Rationale: Students taking advantage of opportunities for credit accrual and grade improvement directly point to resiliency.

- [Online Learning Summary 2018-19 - Credit Accrual on page 10](#)
[Summer School Class Enrollments, includes Online Learning for Credit Accrual](#)

4.7 be able to cooperate and collaborate within a diverse group of people in order to attain desired outcomes

We interpret 4.7 to mean students will acquire and apply the skills of collaboration and teamwork to achieve goals.

Evidence:

Instructional Strategies

Rationale: Teachers participate in professional development to deliver academic content in addition to structuring an educational environment that fosters collaboration.

- Embedded in instructional strategies, Danielson Instructional Framework, curriculum, and classroom environment such as:
 - Eureka Math curriculum
 - Guided Language Acquisition Design (GLAD) instructional model
 - See Talk Apply Reflect (STAR) Protocol, a research instrument to measure Powerful Teaching and Learning (PTL)
 - National Board Certification Teacher program (NBCT), etc.

8th and 12th Graders Collaborating to Support Incoming 6th and 9th Graders

Rationale: Students are encouraged to collaborate while supporting younger students with empathy and understanding.

- [Student Crew Leaders \(High School Program\)](#)
- [WEB – Where Everyone Belongs \(Middle School Program\)](#)

Survey Data

Rationale: Reviewing survey data informs the District whether students had opportunities to participate in the service of others.

- [ISD Post-Graduate Survey on understanding national and world problems and being prepared in social relations](#)
- [Senior Exit Survey – question on service to others and community impact](#)

Co-Curricular Opportunities

Rationale: When students participate in co-curricular activities, they are given the opportunity to collaborate with students they may not encounter during their regular school day.

- Extra and co-curricular opportunities provided through [Issaquah Schools Foundation](#)
- Extra and co-curricular opportunities and participation:
 - [ISD PTSA funded opportunities](#)
- [Elementary Clubs and Activities 2018-19](#)
- [Middle School Clubs and Activities 2018-19](#)
- [High School Clubs and Activities 2018-19](#)
- [Extra- and Co-Curricular Opportunities and Participation - Athletics \(Skyward\)](#)
- [ASB Participation](#)

4.8 identify challenging personal goals and develop, evaluate and implement plans to achieve them, including post-high school goals that extend their K-12 learning to attainable next levels of education, training or employment;

We interpret 4.8 to mean students will be able to articulate their personal and educational goal(s) and plans for implementation.

Evidence:

High School and Beyond Plans and Surveys on Post-Graduation

Rationale: Knowing how students are participating in life after graduation helps inform the District how well students have been prepared and if they were able to implement their plans.

- [ISD Post-Graduation Survey on Seeking and Getting a Job](#)
- [High School Graduate Outcomes - Source ERDC](#)
- Senior Exit Interviews
 - [Senior Exit Interview Questions – \(same questions for all high schools\)](#)
- High School and Beyond Plans
 - [Skyline](#)
 - [Issaquah](#)
 - [Liberty](#)
 - [OSPI High School and Beyond Plans](#)
- **High School Students with IEP Transition Plans – Post Graduation**
[Post-School Outcome Data Summery, Issaquah, 2017-18 leaver year](#), see specific slides:
 - How Post-School Data is Collected in Issaquah and Terms and Definitions, slides 8-16
 - Post-School Outcomes – Tables and Charts slides:
 - Engagement vs. No Engagement, slides 21-30
 - Engagement vs. No Engagement by Gender, slides 31-35
 - Engagement vs. No Engagement by Race/Ethnicity, slides 36-40
 - Engagement vs. No Engagement by Disability, slides 41-45
 - Engagement vs. No Engagement by English Proficiency, slides 46-50

4.9 learn and apply principles of sound financial management in order to support self and family

We interpret 4.9 to mean students will know and apply effective and accurate strategies for personal and/or family financial stability.

Evidence:

State Learning Standards

Rationale: Students are required to fulfill financial education requirements taught to WA State standard. These courses help educate students on principles of sound financial management.

- [Washington State Learning Standards K-12 Financial Education](#)

Survey Evidence

Rationale: We collect and analyze self-reported financial education data as a measure of student awareness and understanding about financial management.

- [Financial Consumerism—ISD Post Grad Survey](#)

Co-Curricular Activities

Rationale: Opportunities to participate in co-curricular activities gives students a practical application for using sound financial practices.

- [Co-curricular Activities \(DECA\) and students enrolled in financial/economics/accounting](#)

Curriculum

Rationale: Financial Literacy Curriculum provides opportunities for students to acquire knowledge, understanding and skills in fiscal responsibility.

- [Financial Literacy ISD Curriculum K-12](#)
- [Consumer/Financial Literacy in Social Studies](#)

Board acceptance: August 27, 2020