

ENDS 6: Life Management

Students will live healthy, satisfying, and productive lives.

Students will:

- 6.1 understand and apply principles of sound physical, mental and emotional health, nutrition, hygiene, and fitness;
- 6.2 identify challenging personal goals and develop, evaluate and implement plans to achieve them;
- 6.3 be resilient, take informed risks, deal constructively with failure, and be flexible and adaptable to change;
- 6.4 understand the importance of adapting career, education and life goals to the demands of a rapidly changing world;
- 6.5 learn and apply principles of sound financial management in order to support self and family;
- 6.6 cooperate and collaborate within a diverse group of people in order to attain desired outcomes;
- 6.7 establish post-high school goals that extend their K-12 learning to attainable next levels of education or training.

Interpretation:

“Students will live healthy, satisfying, and productive lives.”

- 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 6 when they progress through our K-12 educational system, engage themselves in the academic and co-curricular opportunities provided, meet district and state standards and earn a diploma. These school experiences prepare students for a wide range of post-secondary opportunities (of their choosing) and empower them to make informed decisions in their daily lives.

Evidence:

6.1 Understand and apply principles of sound physical, mental and emotional health, nutrition, hygiene, and fitness;

We interpret **6.1** 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, mental and emotional health, nutrition, hygiene, and fitness.

- Healthy Youth Survey (6th, 8th, 10th, 12th grade)
- Graduation Rates and Requirements
- Elementary and Middle School Physical Education/Health and Fitness Curriculum and Requirements Aligned with State Standards
- Decision Research Post-Graduate Survey Question # 20—Items 8. Avoiding Drug/Alcohol and Abuse, 9. Social Relation, and 11. Sex and Health Issues.)

6.2 Identify challenging personal goals and develop, evaluate and implement plans to achieve them;

We interpret **6.2** to mean students will be able to articulate their personal goal(s) and plan for implementation.

- Senior Culminating Project
- High School and Beyond Plan—College and career goals are included in the High School and Beyond Plan.
- Graduation Rates (table) and Requirements (Policy 2410)
- High School IEP with Transition Plans
- Decision Research Post-Graduate Survey Question # 20—Item 6. Seeking and Getting a Job

6.3 Be resilient, take informed risks, deal constructively with failure, and be flexible and adaptable to change;

We interpret **6.3** to mean students will persist in their education pursuits by adjusting to changing circumstances and challenges throughout their K-12 experience.

- Secondary Summer school enrollment/Students taking classes for grade improvement
- Middle School Math Pathways (self select)
- Juniors and Seniors enrolled in AP, IB, College in the High School enrollments, Running Start, online learning courses
- Extended Grad rates

6.4 Understand the importance of adapting career, education and life goals to the demands of a rapidly changing world;

We interpret **6.4** to mean students will be able to plan and adapt their career and life goals with an understanding that a rapidly changing world will require flexibility.

- Bridges (Career Survey)
- Graduation Requirements
- Decision Research Post-Graduate Survey Question # 20—Item 6
- Culminating Projects Exit Interviews
- College and career goals are included in the High School and Beyond Plan

6.5 Learn and apply principles of sound financial management in order to support self and family;

We interpret **6.5** to mean students will know and apply effective and accurate strategies for personal and/or family financial stability.

- Co-curricular Activities (DECA) and students enrolled in financial/economics/accounting
- Consumer/Financial Literacy in Social Studies
- Financial Consumerism—Decision Research Post-Graduate Survey Question # 20—Items 3, 10
- Financial literacy as part of the 8th grade curriculum for all students

6.6 Cooperate and collaborate within a diverse group of people in order to attain desired outcomes;

We interpret **6.6** to mean students will acquire and apply the skills of collaboration and teamwork to achieve goals.

- Embedded in instructional strategies, curriculum, and classroom environment such as Everyday Math, GLAD, STAR Protocol-PTL, NBCT, etc.
- Decision Research Post-Graduate Survey Question # 20—Item 9
- Link Crew Program at all High Schools
- Extracurricular/Co-curricular Club, Activities, Sports (See E-5)

6.7 Establish post-high school goals that extend their K-12 learning to attainable next levels of education or training;

We interpret **6.7** to mean students will be able to articulate and apply their future educational goals.

- High School and Beyond post-secondary training and career goals are part of each student's High School and Beyond Plan
- Clearinghouse Data: Breakdown of where grads go after H.S.

Capacity Building:

Reasons non-grads don't graduate is not broken down into specific areas.

6.3: Look at Habits of Mind/Thinking/Attitudes Inventory for the future.

Running Start: Ask question as to "Why" they choose it.

Ends Student Survey: Develop

Board Action: February 9, 2011