

## **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.

**Potential Evidence: Below is possible evidence that supports the accomplishment of End 6 “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;**

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 (6<sup>th</sup>, 8<sup>th</sup>, 10<sup>th</sup>, 12<sup>th</sup> grade): Specific Questions
- Graduation Rates and Requirements: Review the non-grads (Health requirements)
- Elementary and Middle School Physical Education/Health and Fitness Curriculum and Requirements Aligned with State Standards
- ~~All students go through Vision, hearing, and sight screenings~~
- ~~Nutrition District Policy~~
- ~~Elementary school counselors have created a scope and sequence of lessons that address developing good relationships, anti-bullying, etc.~~
- ~~District follows Healthy Youth guidelines (designed by the State) regarding health.~~
- ~~Food Services implements healthy changes made to school lunches and how they work with students to make good eating choices.~~

**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.

- Culminating Project
- High School and Beyond Plan (see E5.1) College and career goals are included in the High School and Beyond Plan.
- Graduation Rates and Requirements
- High School IEP with Transition Plans
- Post-Grad Question 20?

**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.

- Summer school enrollment/Students taking classes for grade improvement,
- Middle School Math Pathways (self select)
- AP, IB, College in the Classroom enrollments, Running Start, online learning courses

- ~~Enrollment electives/Co-Curricular enrollment rates (E5 data)~~
- ~~Non-Grad rates~~
- ~~Love and Logic Program: Counselor explains how the Love and Logic concept—having students make informed and safe risks/choices and deal with the consequences—is applied at schools. Information about how parents are trained in Love and Logic. Challenge: The parent community plays a large role in our students’ “resiliency” and ability to deal with failure.~~

**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
- Post-Grad Survey (Question # ?)
- Culminating Projects Exit Interviews (Questions on Interview)
- College and career goals are included in the High School and Beyond Plan.
- ~~Career and educational requirements are taught in each CTE course (1.0 credit required).~~

**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)
- Consumer Health in Health Program
- ~~Simulations: Marketplace, Stock market,~~
- Post-Grad survey on financial consumerism
- Financial literacy as part of the 8<sup>th</sup> grade curriculum for all students
- ~~Considered a leadership component of CTE/Occupational Ed coursework (1.0 graduation requirement)~~

**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.

- Imbedded in Instructional strategies, curriculum, and classroom environment  
GLAD, STAR Protocol-PTL, NBCT, etc.
- ~~Co-curricular activities: State Championships, Robotics, Math Olympiad,~~

- ROTC, JSA, DECA, etc.
- ~~5<sup>th</sup> Grade Camp~~
- Post-Grad Survey Question#:

**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
- ~~Culminating Projects~~
- Clearinghouse Data: Breakdown of where our grads go after H.S.
- Post-Grad Survey Question#: 20
- ~~Considered part of each CTE course (1.0 graduation requirement).~~