

ENDS 4: Life Management and Personal Awareness

May 23, 2023

Students will live healthy, satisfying, and productive lives.

Interpretation:

I interpret this to mean that our current students learn and apply learning throughout their educational journey that supports their future so they are healthy, satisfied and productive.

Students will:

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

I interpret this to mean that students learn about and show evidence of learning to support their physical health and development.

Evidence

ISD program and curriculum is aligned with the [Health and Physical Education Washington State Standards](#).

Curriculum includes student assignments and assessments on understanding health and fitness concepts, monitoring personal health and fitness choices, and creating a plan for healthy choices.

- Elementary students are required to take PE each year
- Middle school students generally take two trimesters of PE and one trimester of Health*
- High school students are required to take 1 semester of health, and 3 semesters of PE.*

*Waiver options are available in alignment with RCW 28A.230.040

	Enrollment	Pass Rate
Health 6, 7, 8	3600	98%
Health HS	1513	94%
PE 6,7,8	7980	99%
PE HS	4554	95%

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;

I interpret this to mean that students learn and engage in discussion about the importance of social emotional and mental health, which include skill development in self-reflection and self-management that allows them to seek resources for themselves, and support others.

Evidence

Survey Data

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

The Healthy Youth Survey data from the fall administration of 2021.

- [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 the Washington State standards. 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. Below are some examples of district level work, and access of students on the social and emotional supports provided to students.

- Suicide Prevention
[2021-22 ISD Suicide Prevention Plan](#)
- Counseling Synopsis
[2021-22 Counseling Synopsis](#)
- Swedish 2021-2022
[2021-22 ISD Partnership Report](#)
- [Positive Behavior and Social Emotional Support \(PBSES\) website](#)
- [Elementary Health Curriculum](#) click on grade level and then Health & SEL
- [Social Emotional Learning \(SEL\)](#), includes links to:
 - [Multi-Tiered Systems of Support \(MTSS\)](#)

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

I interpret this to mean that students will understand and analyze the impact or misuse of technology and social media so that they can protect themselves and others, and so that the benefits can be utilized based on ethics and positive contributions to learning and community.

Evidence

The ISD has regulations on the expectations of the acceptable use of technology for all students. Regulation 2022f1 [K – 5 Responsible Use Agreement](#) and Regulation 2022f2 [6-12 Responsible Use agreement](#) illustrate what is expected behavior in regard to the safe and ethical use of technology. Students and parents are aware of and agree to these guidelines annually.

Middle school students were surveyed during the Spring of 2022 about their thoughts on digital citizenship and social media. 3804 students participated. The responses below indicate that less than 10% of students believe they have been taught how to appropriately use technology in safe and ethical ways. Middle school students reported that 58% have access to social media and 42% do not have access to social media.

In school, students are taught responsible, safe, legal, and ethical ways to be an active member in a digital world, whether it be on social media or other websites and apps.

Grade Level	I agree	I disagree	Neither agree or disagree	Grand Total
6th Grade	75%	5%	20%	100%
7th Grade	70%	7%	23%	100%
8th Grade	69%	8%	23%	100%
Grand Total	71%	7%	22%	100%

Do you use social media such as Instagram, Snapchat, TikTok?

Grade Level	Yes	No, I do not have any social media accounts	Grand Total
6th Grade	48%	52%	100%
7th Grade	57%	43%	100%
8th Grade	71%	29%	100%
Grand Total	58%	42%	100%

Of the students who indicated they use social media, 81% felt they were very prepared or somewhat prepared to respond when they encounter negative or harmful comments on social media.

When using social media how prepared do you feel when you encounter negative or harmful comments?

Grade Level	Very prepared	Somewhat prepared	Neither prepared nor unprepared	Somewhat unprepared	Very unprepared	Grand Total
6th Grade	42%	38%	17%	1%	2%	100%
7th Grade	48%	32%	16%	2%	2%	100%
8th Grade	48%	32%	15%	2%	2%	100%
Grand Total	47%	34%	16%	2%	2%	100%

When responding to the National Speak Up Survey in the spring of 2022, more than three-quarters of respondents felt they had good digital citizenship skills (question 15). When asked which life skills they thought are most important for their future, technology and digital citizenship was included by 64% of the responses (question 10). The full report from the Speak Up survey can be found on the [district website](#).

15 **Which of these statements are true about your use of online and digital tools?**

Response	# of Responses	% of Responses	State %	National %
I have good digital citizenship skills	1454	78	78	61
I have stronger personal relationships because of my use of social media	775	42	42	42
I know how to be safe when I am online	1618	87	87	76
I know how to detect bias or opinions in the information that I read online	1358	73	73	56
I know how to evaluate the accuracy of information I find online	1271	68	68	54
I am a better student when I can use online and digital tools to support my learning.	1027	55	55	48
I use technology more outside of school than I do when I am at school	1134	61	61	55
Knowing how to use technology effectively is an important skill that will help me in the future	1323	71	71	58
Sometimes I cannot do schoolwork because I don't have access to the Internet outside of school	283	15	15	19
The skills I am learning on my own outside of school are important for my future	1154	62	62	51

The Healthy Youth Survey was conducted during the Fall of 2021. Full report from Healthy Youth Survey is on the [district website](#).

Approximately 10% of students in grades 8, 10 and 12 that bullying through social media exists and approximately 74% of the same students report they know how to report bullying on social media when it occurs.

	8th grade 1,295 respondents	10th grade 1,227 respondents	12th grade 752 respondents
Bullied through social media	9%	9%	12%
Received sexual photos or videos	10%	18%	19%
Knows how to report bullying	81%	70%	71%

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

I interpret this to mean that students will have frequent and consistent opportunities to explore, identify and develop personal strengths and interests both inside and outside the classroom.

Evidence:

Opportunities are offered at each level for students to participate in activities and coursework that allow for student choice, the opportunity to try new things, and to develop areas of strength and interest.

Elementary school:

All elementary school students participate in music, library, and physical education. Optional school activities at the elementary level vary by school and may include student leadership, safety patrol, green team, robotics, and/or choir.

Middle school:

All middle school students have elective periods. Elective courses include fine and performing arts, CTE courses such as robotics, coding, digital photography; and some schools offer courses such as cooking and woodshop. Associated Student Body (ASB) activities at all middle schools included athletics and clubs.

High school

Each of the comprehensive high schools have course guides that communicate a range of courses, both in core content and electives that support student choice. The 7-period day increases opportunities to explore new and unique classes. Comprehensive high school course guides available here: [High School Course Guides](#).

In high school co-curricular opportunities include the following:

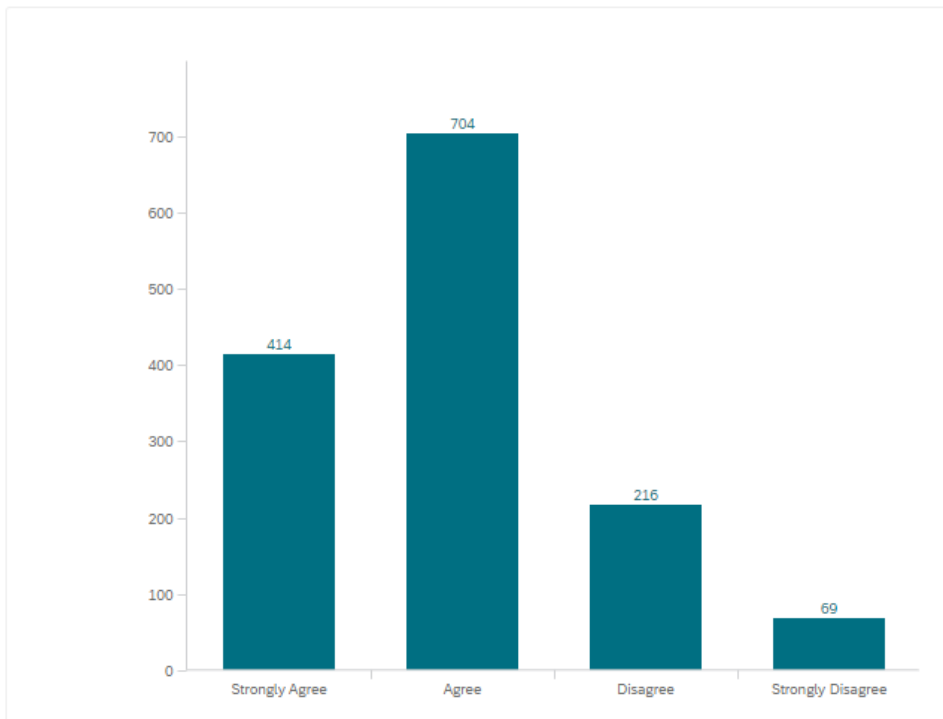
- Join a club
- Start a new club
- Participate in a class that has co-curricular components (band, orchestra, theater, DECA, Sports Med, etc.)
- Play a sport
- Connect to community service opportunities through the college and career center

Student surveys given annually to ISD students show how the curriculum and programs are experienced by students throughout their school career.

5th grade exit survey:

Question 18 in its entirety: I have enough opportunities to participate in school-sponsored and not-school sponsored sports, clubs, and activities. (1403 respondents)

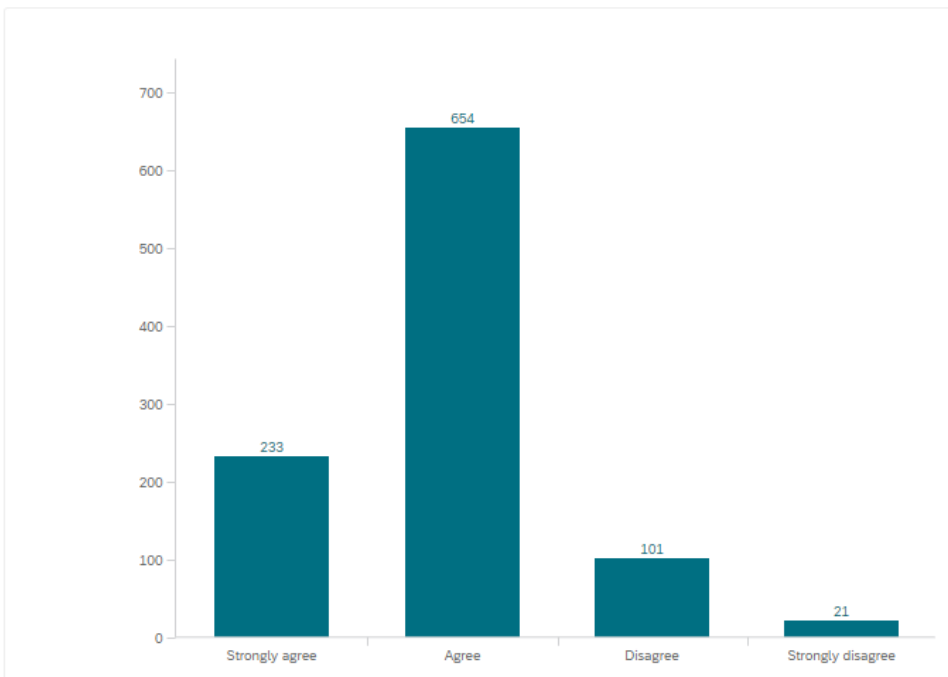
Q18 - I have enough opportunities to participate in before and after school ...



8th grade exit survey:

Question 17 in its entirety: I have enough opportunities to participate in school-sponsored and not-school sponsored sports, clubs, and activities. (1009 respondents)

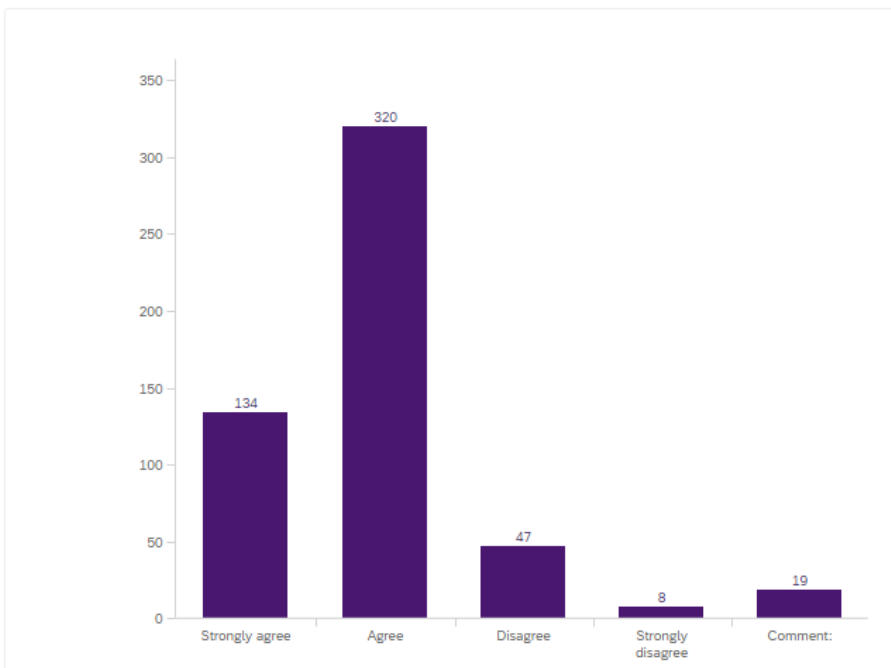
Q17 - I have enough opportunities to participate in school-sponsored and not-sch...



Issaquah High School: (528 respondents)

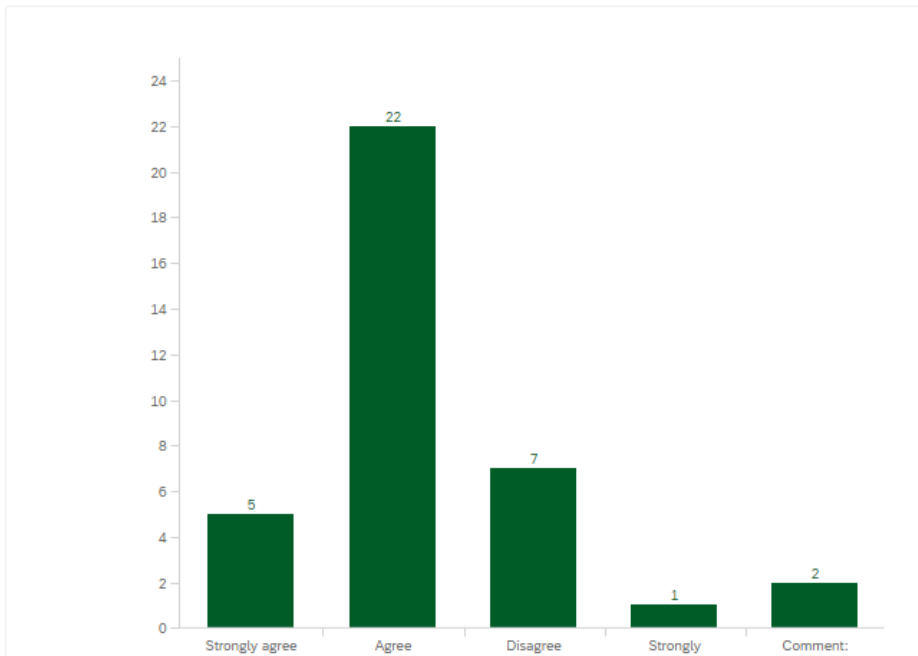
Question 2 in its entirety: In general, I was satisfied with my ability to access sports, clubs and other programs in which I wished to participate during my high school years.

Q2 - In general, I was satisfied with my ability to access sports, clubs, and o...



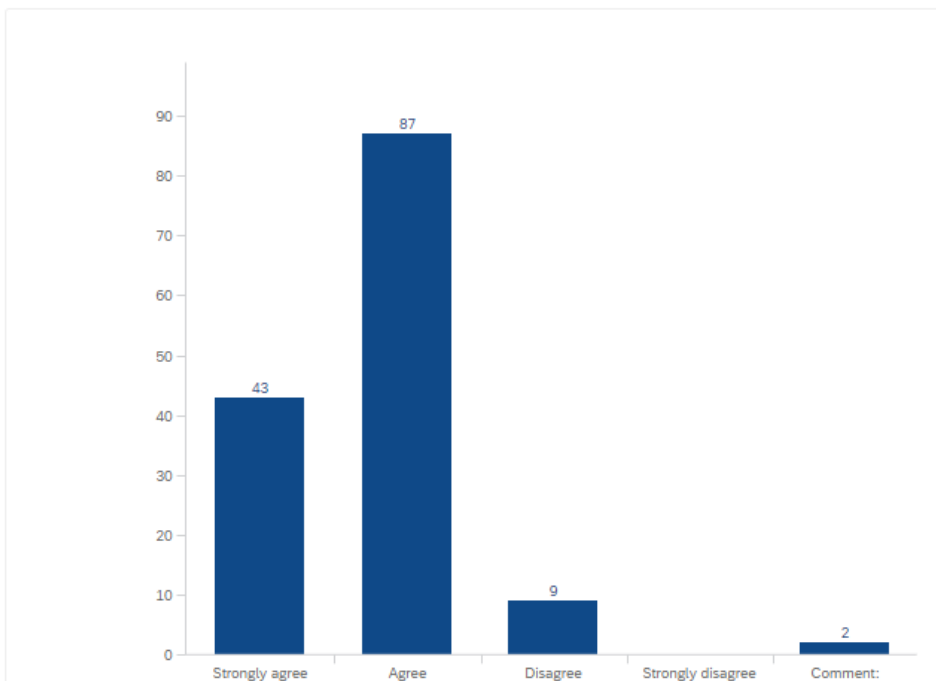
Gibson Ek High School: (33 respondents)

Q2 - In general, I was satisfied with my ability to access sports, clubs, and o...



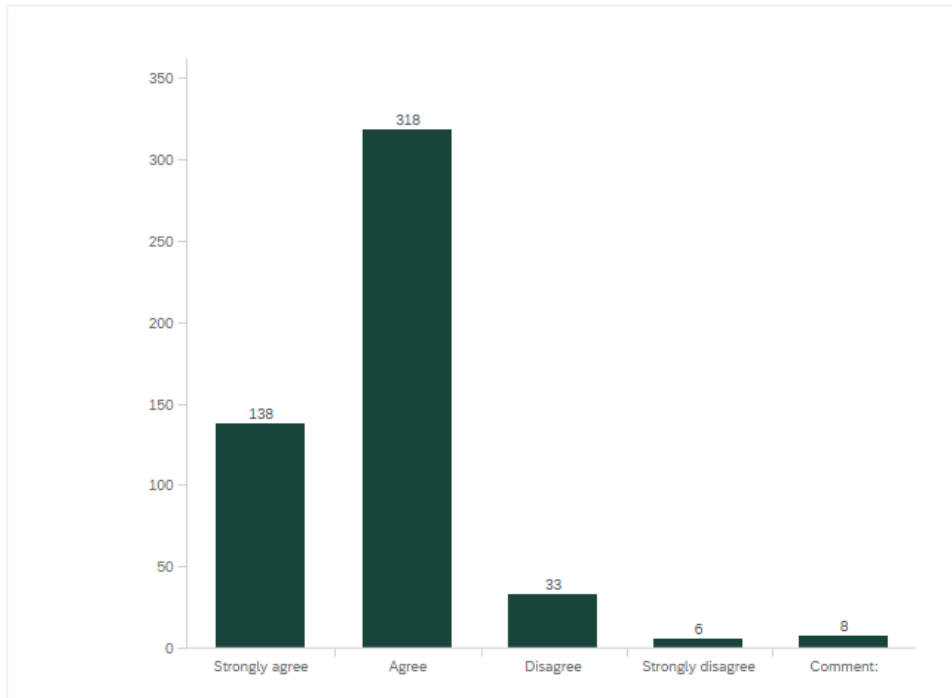
Liberty High School: (141 respondents)

Q2 - In general, I was satisfied with my ability to access sports, clubs, and o...



Skyline High School: (503 respondents)

Q2 - In general, I was satisfied with my ability to access sports, clubs, and o...



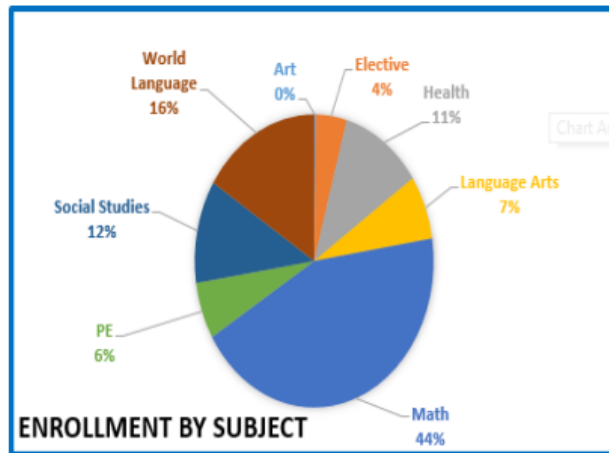
As stated in Ends 2 monitoring report, opportunities at high school for focusing on and developing personal strengths and interests include project-based learning, internships, running start, CTE, college in the high school, and opportunities at WANIC. [High School Curriculum & Pathways](#).

The ISD’s online learning program offers students in grades 7 –12 who reside in the school district, an opportunity to earn credits outside of the school day or outside of the school building. The below information shows what students elect to study in online learning and their reasons for doing so.

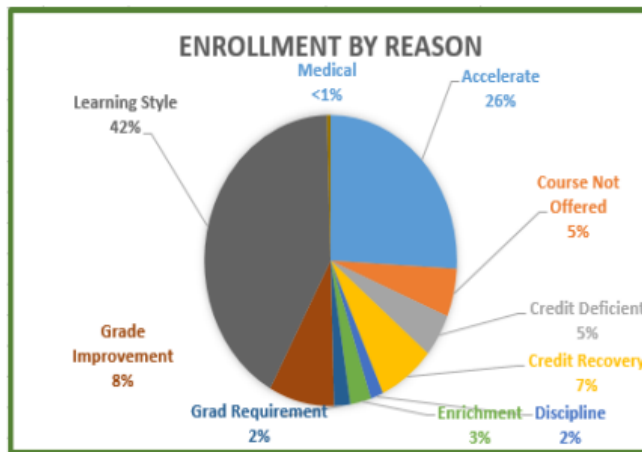
2021-2022 Online Learning Summary Report
Enrollment Breakdown



Enrollment by Subject	
Subject Area	Enrollments
Art	2
Elective	36
Health	95
Language Arts	61
Math	377
PE	54
Social Studies	98
World Language	138
Total	861



Enrollment by Reason	
Subject Area	Enrollments
Accelerate	223
Course Not Offered	46
Credit Deficient	41
Credit Recovery	62
Discipline	14
Enrichment	23
Grad Requirement	18
Grade Improvement	72
Learning Style	358
Medical	4
Total	861



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

I interpret this to mean that students develop skills beyond analysis and evaluation to create and innovate.

Evidence

Developing higher-level thinking skills to create and innovate includes the following:

- Aligning core course content to the depth of knowledge expected in state standards
- Providing opportunities for students to select courses and activities where creative and innovative thinking are a central component of the course

State Standards & Depth of Knowledge

Current [state standards](#) integrate content knowledge standards, process or practice standards, and thinking skills or depth of knowledge. By aligning to the state standards with the descriptions of depth of knowledge, core courses of study develop age-appropriate, rigorous, and transferable creative and critical thinking skills.

Below is a description of Webb's Depth of Knowledge based on current educational literature.

[Depth of knowledge](#) described in content standards includes the following types of thinking

- Level 1: recall of facts, concepts, information, and procedures
- Level 2: application of skills and concepts in real-world contexts
- Level 3: strategic thinking and reasoning that is abstract and complex
- Level 4: extended thinking to solve complex and authentic problems with unpredictable outcomes

As curriculum is selected and adopted, a Scope and Sequence for each course is developed by a team of educators to ensure alignment with the state standards and the expected depth of knowledge. TLS staff in collaboration with teacher leaders monitor and revise the Scope and Sequence of courses on an ongoing basis.

Examples of Depth of Knowledge in Core courses:

- Writer's workshop & secondary literacy. Students engage in an authentic writing process where they have choice of topics, research information and develop compelling narrative, informational and argumentative texts at all levels.
- Phenomena-based science. At all levels students engage in hands-on science centered on compelling questions and the study of phenomena. Students use a range of technology to develop concepts and create solutions.
- Inquiry-based social studies. All social studies courses engage and assess students on their ability to take open-ended, real-world issues in society and use inquiry skills to examine multiple perspectives on the issue and create their own approach to the issue.
- Health, PE and SEL. Students learn core skills in making healthy life choices, then they create their own plan (nutrition plan, activity plan...)

Courses centering on creative and innovative thinking

In ISD the following types of courses center on creative and innovative thinking

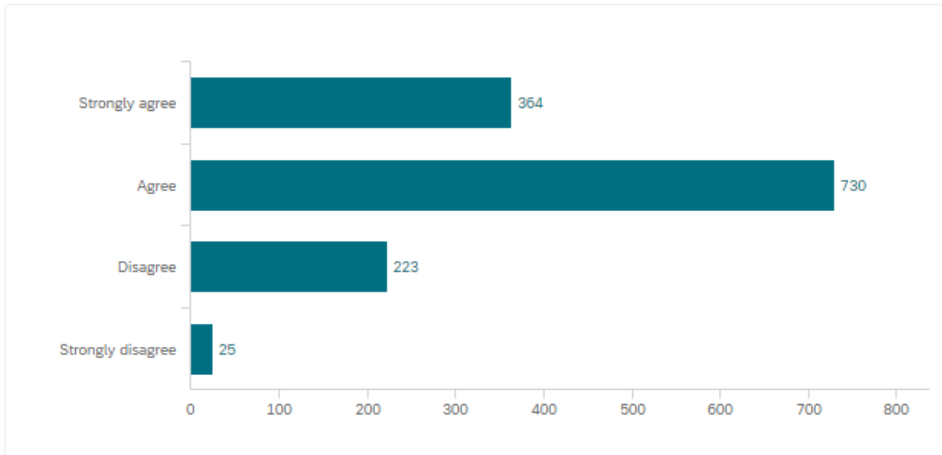
- Fine and Performing Arts: Research has long shown that music and the fine arts enhance critical thinking. Our fine arts program also engages students in creative and innovative thinking as they create original works of art and interpretations of art concepts.
- Business and Marketing: Students at each high school can select among business and marketing courses with many additionally joining robust DECA programs. In these learning experiences students learn about real-world problems and opportunities and use knowledge and skills to create business solutions.
- CTE Technology Courses & Activities: Technology courses, coding and robotics are part of the learning experience at all levels. Students use technology knowledge and skills to solve problems and improve automated processes.
- HS CTE Courses: Courses range from photography, journalism, graphic design, child development, culinary arts, wood technology, etc.
- ISD students are innovating in big and small ways throughout their school experiences. Students work on real world problems, participate in co-curricular activities such as DECA, and participate in classes such as Inventors Lab, Computer Science for Innovators and Makers, Principles of Flight, and Video Game Design with Unity and C#. Going forward will seek ways to represent all the ways students innovate both in and out of the classroom.

Outcome Evidence

Our surveys help us better understand the levels of preparedness that our students report and provide information about their school experiences elementary through postgraduate of the ISD.

4th grade soft skills survey: (1342 respondents)

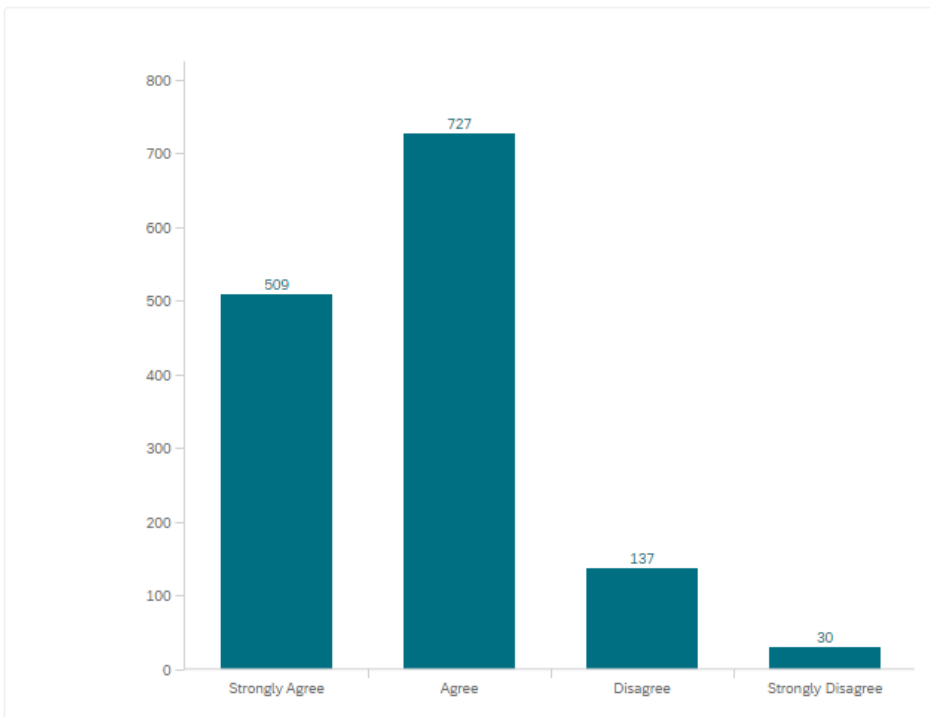
I think of creative ways to solve problems.



5th grade exit survey: (1403 respondents)

Question 8 in its entirety: I feel my creativity and individuality is valued and encouraged at my school.

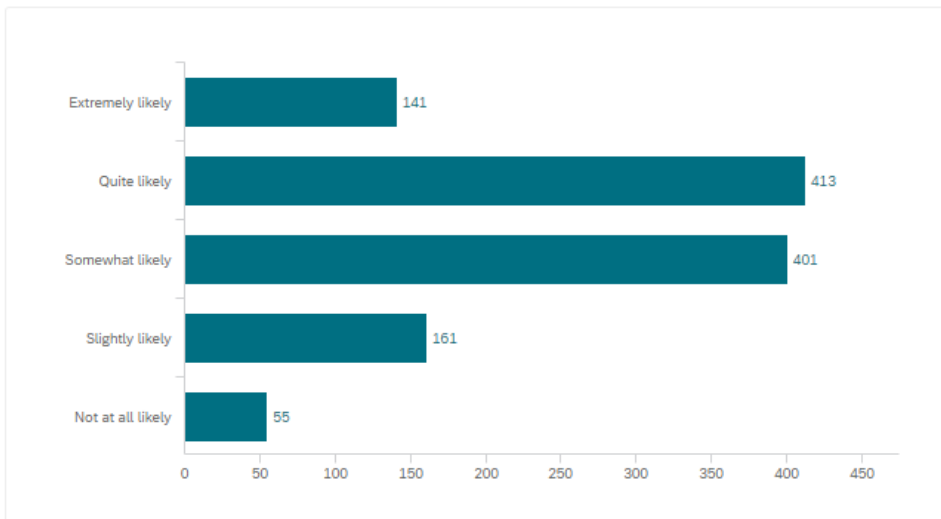
Q8 - I feel my creativity and individuality is valued and encouraged at my sc...



7th grade soft skills survey:

Question in its entirety: How likely are you to be allowed by a teacher to use your creativity to complete a school project? (1186 respondents)

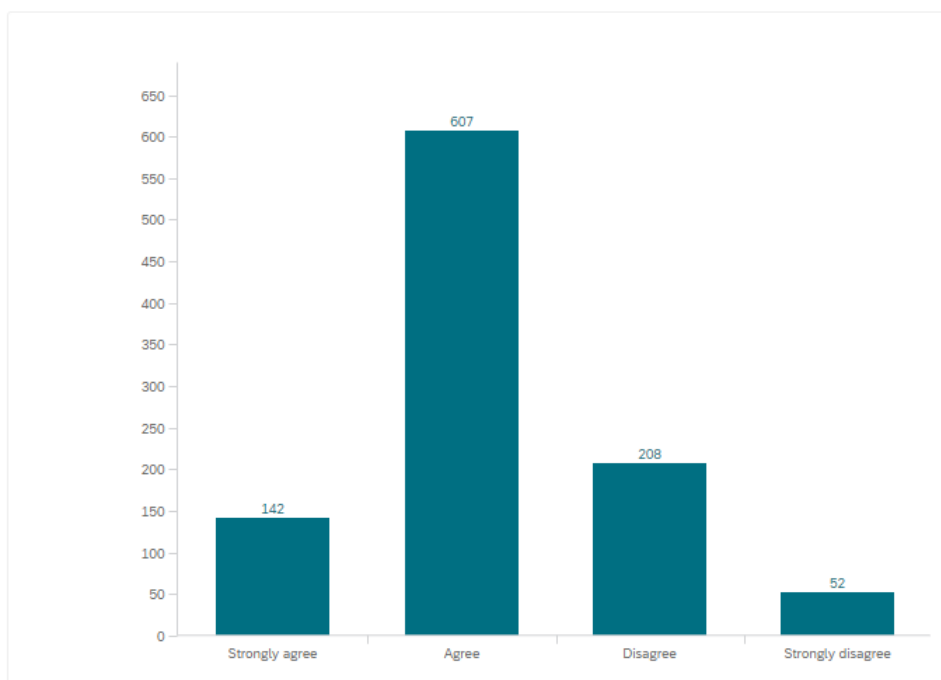
How likely are you to be allowed by a teacher to use your creativity to comp...



8th grade exit survey:

Question 7 in its entirety: I feel my creativity and individuality is valued and encouraged during middle school (1009 respondents)

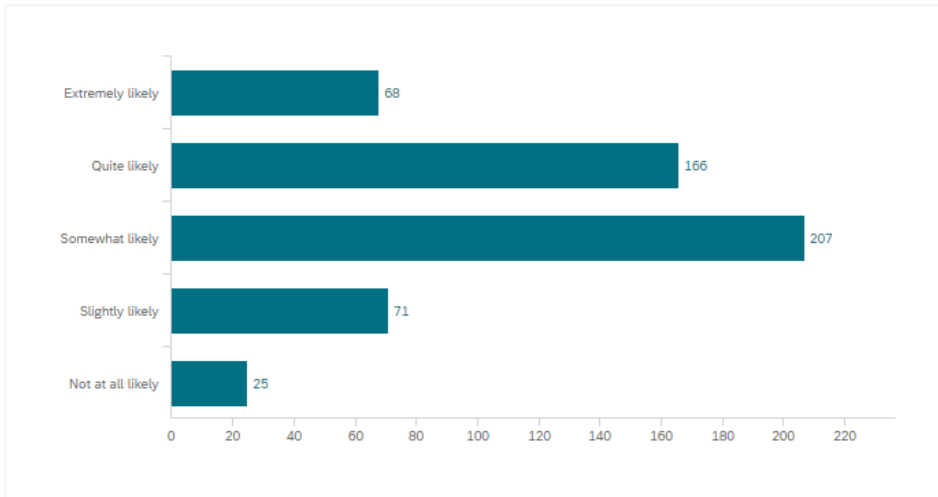
Q7 - I feel my creativity and individuality is valued and encouraged during middle...



9th grade soft skills survey:

Question in its entirety: How likely are you to be allowed by a teacher to use your creativity to complete a school project? (537 respondents)

How likely are you to be allowed by a teacher to use your creativity to complete a...



[Senior Exit Survey 2022](#)

Question 10: I felt my creativity and individuality was valued and encouraged during my high school years. (% agree or strongly agree)

Gibson Ek HS	Issaquah HS	Liberty HS	Skyline HS
91%	72%	83%	76%

Question 11: As I am completing high school, I feel prepared for and am hopeful and optimistic about my future. (% agree or strongly agree)

Gibson Ek HS	Issaquah HS	Liberty HS	Skyline HS
76%	86%	93%	91%

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

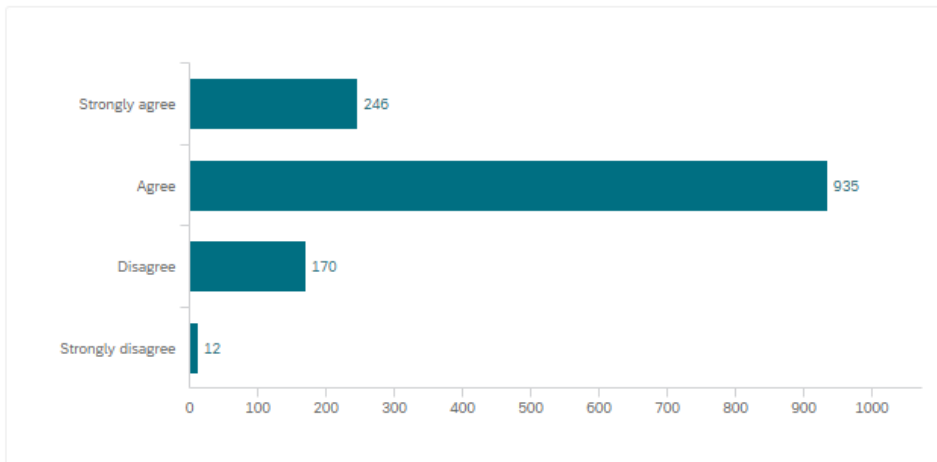
I interpret this to mean that students develop resilience through engaging in supportive learning experiences that allow students to take risks, try new things, fail forward and reflect on the learning from any challenges that arise

Evidence:

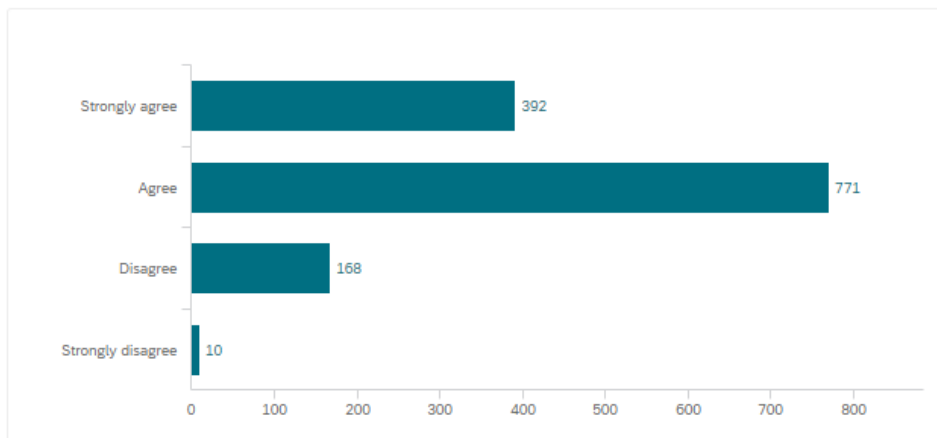
EL-12 connection: As ISD continued to engage in developing our grading practices, one focus has been on providing multiple opportunities to demonstrate mastery. The purpose of this work is to allow students to recover from failure. This will be described in more detail during the monitoring of Executive Limitation 12.

4th grade soft skills survey: (1363 respondents)

When I get stuck on a problem, I stick with it until I solve it.



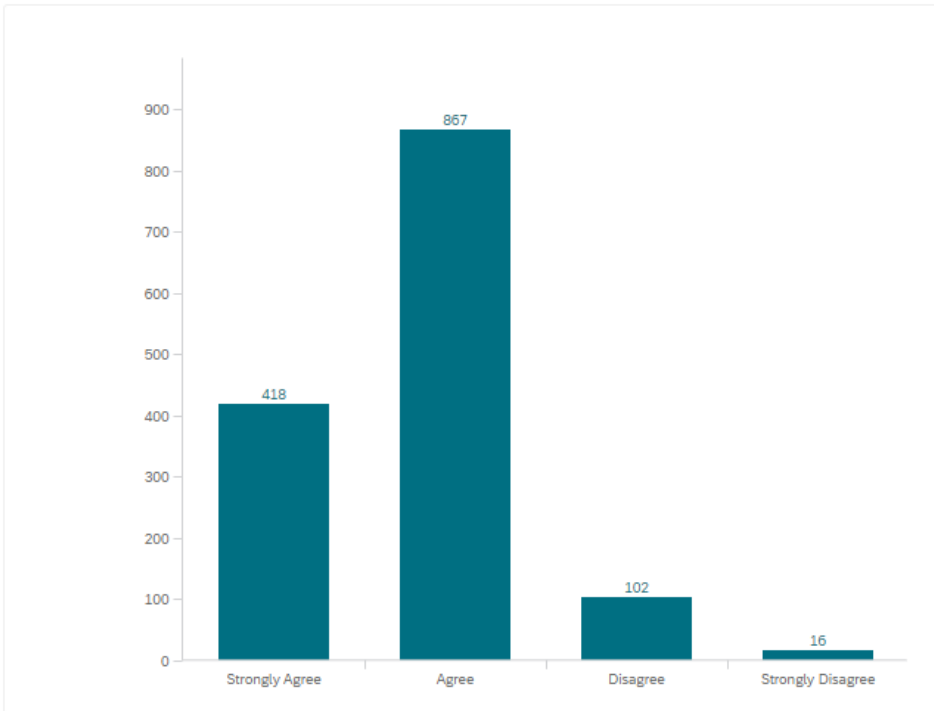
When I don't reach my goal, I try again.



5th grade exit survey: (1403 respondents)

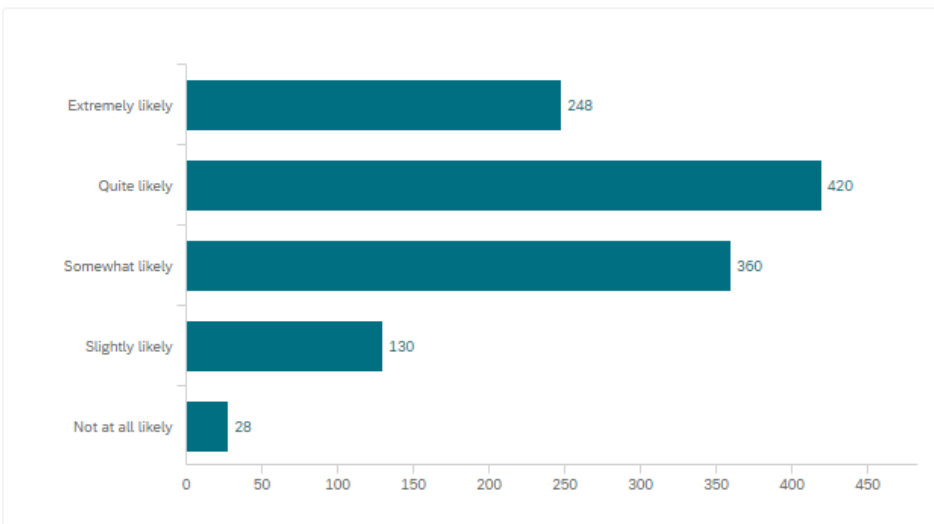
Question 7 in its entirety: When I struggle with something in school, I am able to learn from it, get past it, and eventually be successful.

Q7 - When I struggle with something in school, I am able to learn from it, ge...



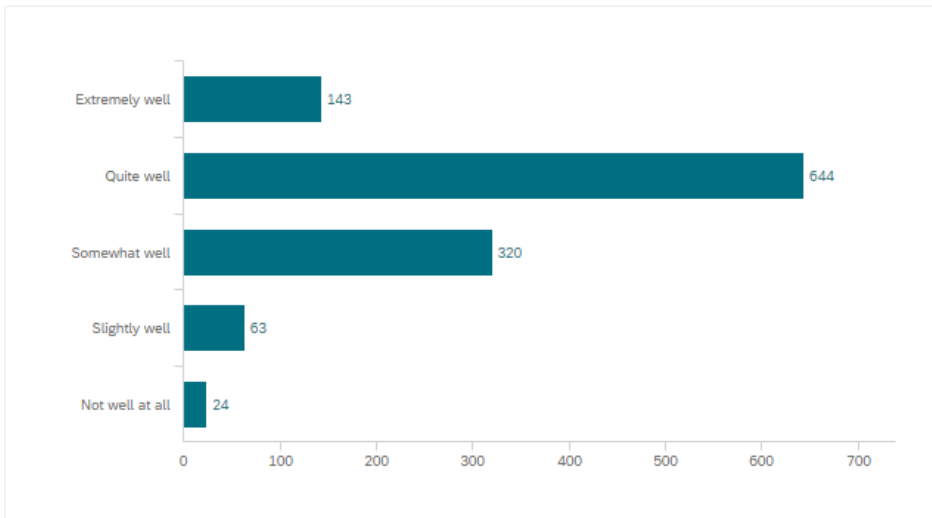
7th grade soft skills survey: (1186 respondents)

If you fail to reach an important goal, how likely are you to try again?



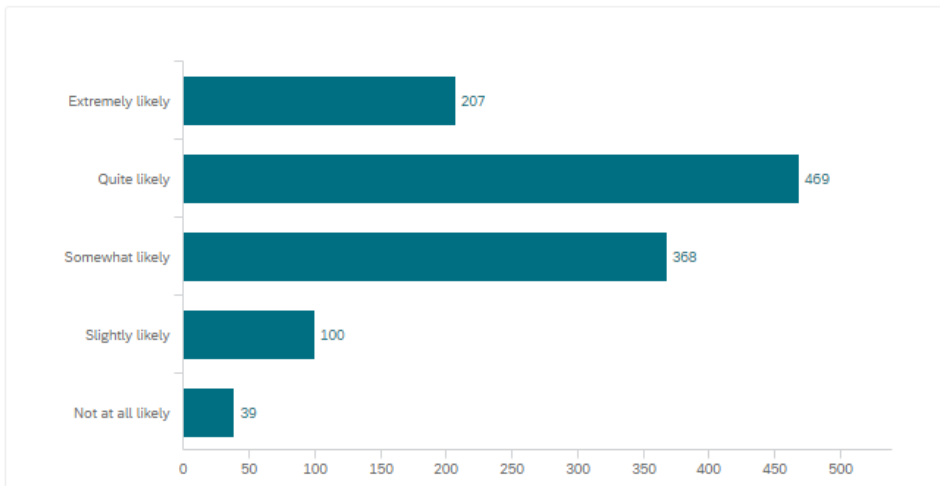
Question in its entirety: If you have a problem while working towards an important goal, how well can you keep working?

If you have a problem while working towards an important goal, how well ca...



Question in its entirety: When you get stuck while learning something new, how likely are you to try a different strategy?

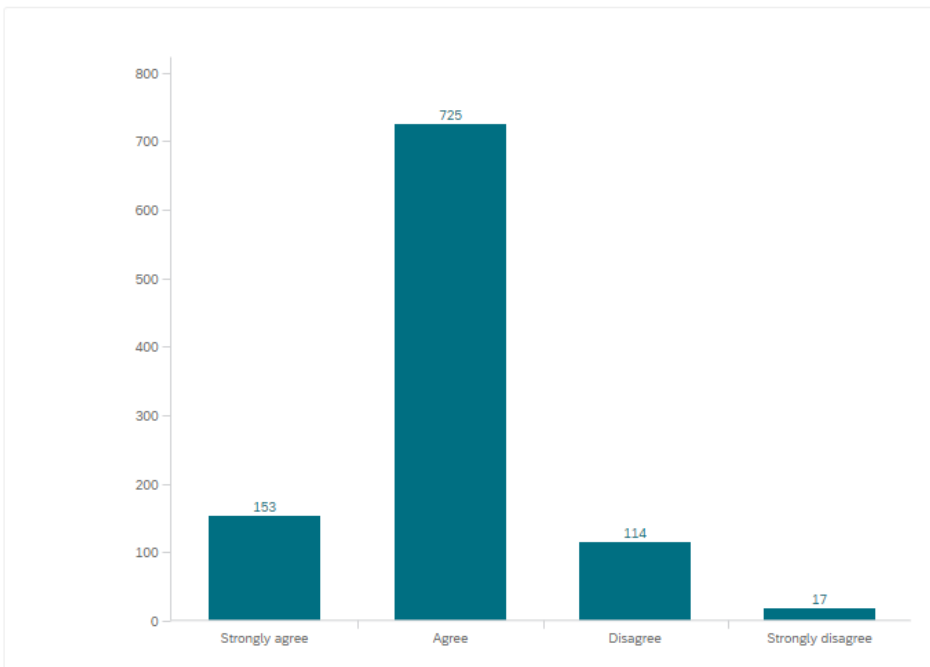
When you get stuck while learning something new, how likely are you to try ...



8th grade exit survey:

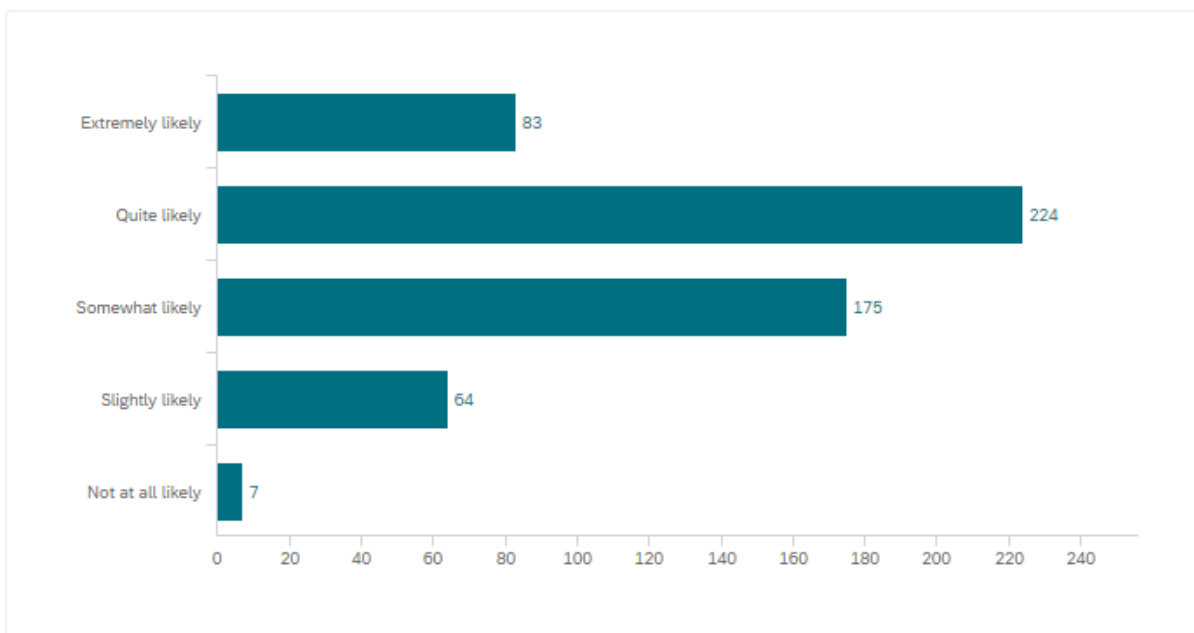
Question 6 in its entirety: When I struggle with something in middle school, I am able to learn from it, adequately recover, and eventually be successful. (1009 respondents)

Q6 - When I struggle with something in middle school, I am able to learn from it, ...

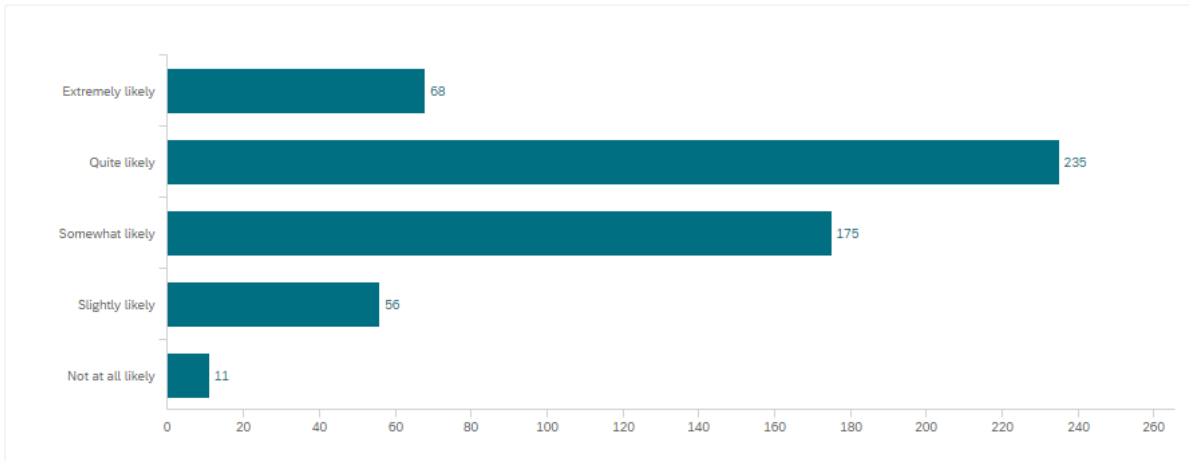


9th grade soft skills survey: (553 respondents)

If you fail to reach an important goal, how likely are you to try again?



When you get stuck while learning something new, how likely are you to try a different strategy?



Senior Exit Survey 2022

Question 8: In general, I felt safe in high school, particularly in classrooms, so that I could risk being wrong and not be ridiculed or marginalized during my high school years. (% agree or strongly agree)

Gibson Ek HS	Issaquah HS	Liberty HS	Skyline HS
79%	74%	82%	77%

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

I interpret this to mean that students will develop teamwork and collaboration skills within and across diverse groups.

Evidence:

Issaquah school district serves a diverse student population. Small group instruction is common in courses, where students learn and work together to develop conceptual understanding, practice academic skills, solve problems, evaluate work and express learning.

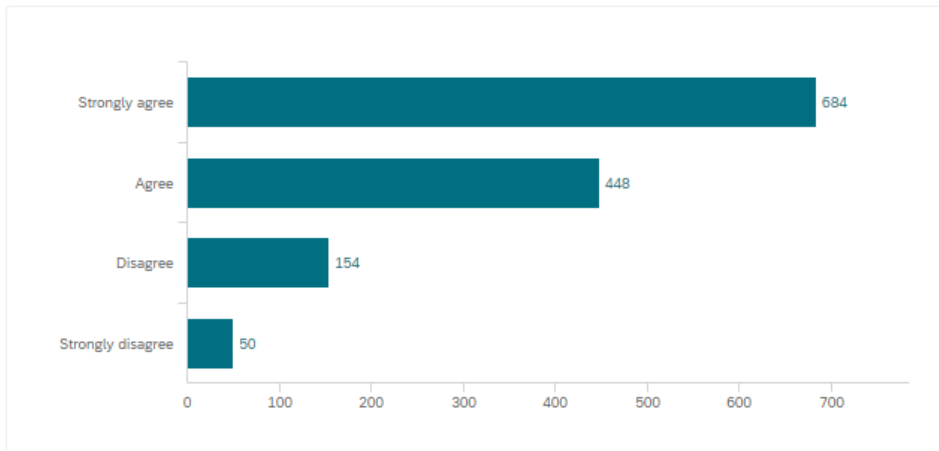
The monitoring report for [Executive Limitation 16: Equity](#) described in detail ISD’s approach to fostering cultural competency in students. (EL16.1e) This included descriptions of curriculum that provides diverse viewpoints & the [Equity Framework for Supplemental Curriculum](#).

ISD employs a variety of approaches to ensure inclusionary practices, including co-teaching, that ensures students with disabilities and multi-lingual students are learning along-side their grade level peers.

ISD supports student activities and clubs ([IHS example](#)) that are inclusive, fostering cooperation and collaboration within diverse groups, and clubs and activities that are intentional about supporting students from groups that experience marginalization and bias, such as the Consciousness and Racial Empowerment ([CARE](#)) club, Women in Science and Engineering, Gay-Straight Alliance, and Black Student Union.

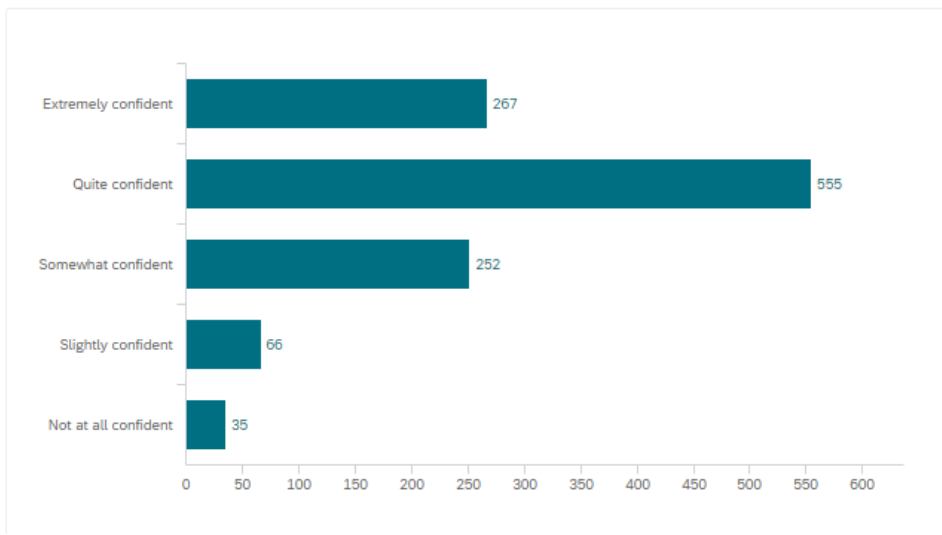
4th grade soft skills survey: (1336 respondents)

I like working with a partner or in a group in class.



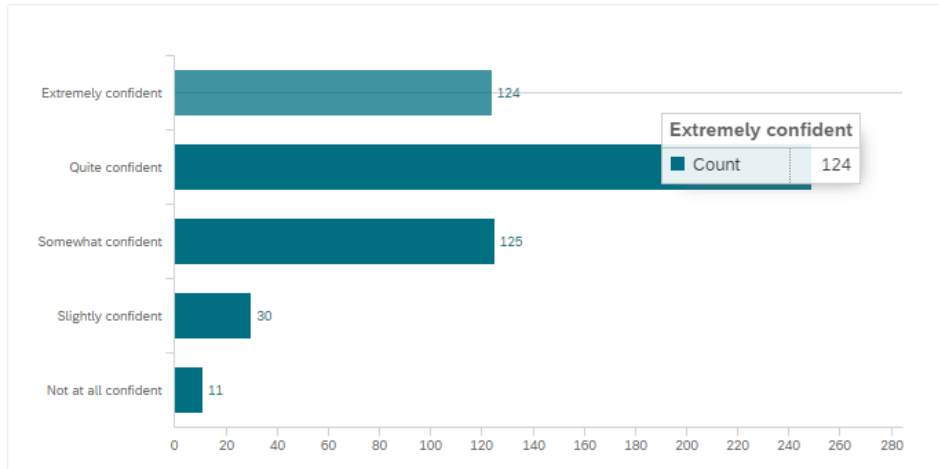
7th grade soft skills survey: (1175 respondents)

How confident are you about your skills when working in a team on a project?



9th grade soft skills survey: (539 respondents)

How confident are you about your skills when working in a team on a project?



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;

I interpret this to mean that students develop plans for high school and beyond that articulate their goals, how these goals were developed and what steps they can take to achieve these goals.

Evidence:

The Issaquah School District ensures that all students participate in the OSPI requirements of a High School and Beyond Plan [What is the High School and Beyond Plan? \(www.k12.wa.us\)](http://www.k12.wa.us). Through this planning process, students and families focus on three essential questions “Who am I?”, “What can I become?”, and “How do I become that?”. Since the fall of 2021, all 6th-12th grade students with an account on Xello.com, a web-based platform that allows students to explore and record their own interests, skills and experiences, and to learn more about a variety of careers and colleges. Via their Xello account, students complete a series of activities and lessons over several years that meets their High School and Beyond Plan (HSBP) graduation requirement.

Xello is the parent company for both Xello.com and CareerCruising.com, the platform ISD used for HSBP until June 2021. Students in classes 2022 through 2026 began their HSBP on the Career Cruising platform and will complete them on the Xello platform. Some components from Career Cruising were pulled into students’ Xello accounts in the transition (saved careers and colleges, saved interests, skills and experiences from the resume building tool). Other items could not transfer, though students retain the ability to log into their previous Career Cruising accounts.

The Issaquah School District HSBP and Xello platform are aligned to WA state standards, and includes a variety of lessons (and pre-requisite activities) that meet the required components of a WA state HSBP (Interest and Skills Inventory, Career Goals, Education Goals, Financial Aid, and Resume). We plan to integrate the Four-Year Course Planning component into the Xello platform in the 2023-2024 school year.

Grade	Lesson(s)	HSBP Component Met
6	Interests	Career Goals
7	Discover Learning Pathways	Education Goals
8	Explore Career Matches Four-Year Course Planner (beginning NY)	Interest & Skills Inventory Four-Year Course Planning
9	Work Values Getting Experience	Career Goals Resume
10	Program Prospects Build Your Resume	Education Goals Resume
11	Choosing a College Financial Resources	Education Goals Financial Aid
12	Career Pathway Choices Senior Resume & Interview Q 1	Career Goals Resume

The HSBP culminates in an in-person Senior Exit Interview, wherein they experience a low-risk business casual interview experience, with interview questions aligned to the Issaquah School District's Ends Statements.

Some data from Xello on what our students did on Xello in the inaugural year with the platform:
Engagement in Xello

- On average, each student logged in 2.5 times throughout the school year
- Our students completed 4,674 lessons
- 7,238 students saved at least one career to their profile

Assessments

- 3,735 students uncovered their top career matches via Matchmaker. (Interest and Skills Inventory)
- 2,568 students completed the Personality Styles assessment. (Further refining their Matchmaker results)
- 7,238 students have saved at least one career to their profile

Most popular career clusters

1. Arts, A/V Technology & Communications
2. Human Services
3. Health Science

Top college interests

1. University of Washington
2. Washington State University
3. University of California, Los Angeles

Saved experiences (this speaks to students preferred elements that lead to their ultimate resume)

- Education 2,220
- Volunteer 2,467
- Work 1,196
- Life 1,189

[10th grade activities](#)

[Senior exit interview expectations](#)

In the postgraduate survey, students reported the most valuable High School and Beyond Plan activities to include the resume and senior interview (12th grade) and the college search and financial aid selector (11th grade).

Q37 - Which part of the High School and Beyond Plan exercises did you find the most valuable? Please rank in order of highest value to you (1 being the most value). ...

#	Field	1	2	3	4	5	Total
1	The Learning Style Assessment (8th grade)	13.64% 30	15.00% 33	14.55% 32	15.45% 34	41.36% 91	220
2	The Career Matchmaker and My Skills activities (9th grade)	13.64% 30	24.09% 53	19.09% 42	30.45% 67	12.73% 28	220
3	Review of Saved Careers and My Activities resume-building activities (10th grade)	5.00% 11	12.73% 28	39.09% 86	23.64% 52	19.55% 43	220
4	The College Search and Financial Aid Selector activities (11th grade)	20.91% 46	31.36% 69	18.64% 41	20.45% 45	8.64% 19	220
5	The Resume and Senior Interview activities (12th grade)	46.82% 103	16.82% 37	8.64% 19	10.00% 22	17.73% 39	220

Showing rows 1 - 5 of 5

In the Ends 2 monitoring report, a full list of electives available to students in 21-22 was presented.

[Ends 2, Part 1](#), [Ends 2, Part 2](#)

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

I interpret this to mean that students learn about personal financial management and can either articulate how to apply the learning or show evidence of the learning in their personal lives. **Evidence:**

Eighth grade Social Studies Financial Literacy Unit, developed in 2019

The purpose of the financial literacy unit is to provide students with the knowledge and skills they need to make sound financial decisions as students, consumers, workers, entrepreneurs, savers and investors. The unit is aligned with the WA State Financial Education K-12 learning standards that focus on 6 competencies. The competencies are Spending and Saving, Credit and Debt, Employment and Income, Investing, Risk Management Insurance and Financial Decision-Making. Unit lessons include the following:

- Career Cruising or Xello - revisiting their job profile
- Spending and saving – developing a spending plan
- Paycheck basics
- Savings
- Credit and debt
- Making a personal budget

Courses that support sound financial management

ISD offers courses and activities that support student understanding of financial management including:

- Business and Economics
- Personal Finance
- DECA

Students in the Post Graduate Survey responded similarly over the past four years on the questions of preparedness in the areas of finance and being an informed consumer, with 85% responding preparedness in the areas of finance.

Question: Upon graduation, how prepared did you feel in [working numerical problems and finances] regardless of where you acquired the knowledge or skills?

	Very Prepared	Somewhat Prepared	Not Sure	Somewhat Unprepared	Very Unprepared
2022 N = 237	27%	48%	4%	7%	2%
2021 N=209	22%	36%	10%	16%	16%
2020 N=295	20%	35%	11%	21%	13%
2019 N=265	32%	32%	10%	14%	12%

Question: Upon graduation, how prepared did you feel in [being an informed consumer] regardless of where you acquired the knowledge or skills?

	Very Prepared	Somewhat Prepared	Not Sure	Somewhat Unprepared	Very Unprepared
2022 N=238	22%	43%	17%	11%	8%
2021 N=208	24%	39%	18%	13%	7%
2020 N=294	23%	33%	20%	13%	11%
2019 N=264	28%	38%	10%	8%	5%

Board acceptance: