

STUDENT ACHIEVEMENT GOALS

Goal 2. ESSENTIAL LIFE SKILLS

All students will demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives. Working in partnership with school and family, students will:

Reasonable Interpretation:

Each student will demonstrate the increasing capacity, intent, and means to work with others and develop relationships through effective communication, cooperation, negotiation, sharing, empathy, courtesy, kindness, honesty, and integrity. Each student will also demonstrate accountability for his or her actions, self-discipline and self-control, and understanding of others' interests, needs, and ideas across ethnic, cultural, and gender differences. In addition, each student will find satisfaction in his or her life choices by identifying personal strengths, passions, and interests and making choices that challenge his or her current thinking and expand his or her horizons.

Working in partnership with school and family means that together with his or her family and a school staff member, each student will develop an individualized learning plan that includes selected essential life skills goals. Beginning in elementary school, students will explore their personal strengths and developing intrapersonal and interpersonal skills. In middle school and high school, students' learning plans will show a connection among academic, citizenship, and life goals and future career and/or post-secondary plans.

Essential life skills will be strategically woven into each student's school experience in areas such as English, social studies, health, and physical education, and all school division staff will model behaviors integral to student success. In addition, the Fairfax County Public Schools (FCPS) Guidance and Counseling Curriculum will be used to teach students selected skills. A student who has successfully completed the rigorous FCPS curriculum will know the essential life skills needed to effectively participate in a diverse global society. However, knowledge alone is not enough. Through projects, individualized learning plans, and behavior, each student will effectively use and demonstrate essential life skills knowledge, allowing him or her to succeed in 21st century personal, workplace, and community environments.

Further, essential life skills will be part of the FCPS definition of successful performance at transitional times, or *passages*, during elementary, middle, and high school years. The passage performance expectations will include opportunities for each student to reflect on his or her life skills, identify strengths, passions, and interests and, with input

Goal 2. ESSENTIAL LIFE SKILLS

from family and school staff, set age-appropriate goals. Successful passage performance expectations will also include student and system indicators such as students' growth toward achievement of learning plan goals, measurement of student attitudes and perceptions on a student survey, student demonstration of life skills as part of academic projects using common life skills rubrics, and a culminating 12th Grade Experience/Service Learning Project demonstrating applied knowledge, life skills, and/or service learning.

Goal 2. ESSENTIAL LIFE SKILLS

- 2.1. Demonstrate sound moral character and ethical judgment:**
- 2.1.1. Model honesty and integrity.**
 - 2.1.2. Take responsibility for their actions.**
 - 2.1.3. Keep their promises and commitments.**
 - 2.1.4. Respect people, property, and authority.**
 - 2.1.5. Exercise good stewardship of the environment.**
 - 2.1.6. Protect others' health and safety.**
 - 2.1.7. Show respect and understanding for the interests and opinions of others.**
 - 2.1.8. Be capable of placing their own self-interests in perspective with the interests of others.**

Reasonable Interpretation:

Demonstrate sound moral character and ethical judgment means students will be truthful, follow through on promises and goals; follow class, school and community rules and laws; govern themselves; and accept credit and blame. Students will do what they say they will do, follow through on their goals, and understand how broken promises affect others. They will show consideration for the rights and belongings of others, follow school rules, take care of personal belongings, and show respect for their surroundings and those in authority. Students will respect their immediate surrounding and leave the environment in the same shape or better than they found it, understanding, respecting and minimizing the long-term impact of today's actions on tomorrow's environment. Students will assist, protect, and defend others as needed and understand bullying behaviors and the negative impact of those behaviors on others. Students will respect the rights of others and make choices that reflect consideration of others' interests, needs and ideas across ethnic, cultural, and gender differences. Students will advocate for their personal interests, ideas, and needs and balance self-interests for the common good.

Specific indicators:

- Elementary school report card work habits data (Individual and System)
- Middle school and high school selected discipline data (Individual and System)
- Grades 6, 7, 8, and 12 academic project rubrics (Individual)
- Learning Plan (Individual)
- Citizenship/Life Skills Student Survey (System)
- Teacher School Climate Survey (System)
- Fairfax County Youth Survey (System)

Goal 2. ESSENTIAL LIFE SKILLS

2.2. Be able to contribute effectively within a group dynamic.

Reasonable Interpretation:

To be able to contribute effectively within a group dynamic means students will learn group process skills such as active communication, organization, planning, negotiation, compromise, and consensus building. In addition, students will attain the ability to focus on group goals rather than personal self-interest, to maintain an objective approach to a group's work, to respect multiple points of view, and to clearly express their own opinions and ideas. Further, to build group leadership skills, students will also develop the ability to effectively communicate expected group outcomes, plan the steps necessary to realize those outcomes, and persevere to achieve the outcomes. By graduation, students will be prepared with the necessary group dynamics skills to succeed in higher education, the workplace, and society.

Specific indicators:

- Elementary report card work habits data (Individual and System)
- Grades 6, and 8 academic project rubrics (Individual)
- Learning Plan (Individual)

Goal 2. ESSENTIAL LIFE SKILLS

2.3. Develop the resilience and self-confidence required to deal effectively with life's challenges.

Reasonable Interpretation:

Develop self-confidence means students will learn to assess personal strengths and abilities, problem solve to follow a course of action, identify resources, and learn how to access those resources. Students will also critically reflect upon past experiences of success and failure to improve performance or outcomes and to adapt to change. Resilience means students will be able to persist in the face of adverse circumstances or setbacks and demonstrate willingness to try again despite adverse circumstances or incomplete results.

Specific indicators:

- Learning Plan (Individual)
- Citizenship/Life Skills Student Survey (System)
- Fairfax County Youth Survey (System)

Goal 2. ESSENTIAL LIFE SKILLS

2.4. Possess the skills to manage and resolve conflict.

Reasonable Interpretation:

Possess the skills to manage and resolve conflict means that students will have the ability to understand others' points of view, make responsible choices, recognize alternative responses to a problem, and communicate effectively to manage and resolve conflict. In conflict situations, students will be able to assess the situation and determine a nonviolent course of action.

Specific indicators:

- Middle and high school selected discipline data (Individual and System)
- Fairfax County Youth Survey (System)
- Learning Plan (Individual)

Goal 2. ESSENTIAL LIFE SKILLS

2.5. Be inspired to learn throughout life.

Reasonable Interpretation:

To be inspired to learn throughout life means students will be instilled with a desire for lifelong learning, developing the attitudes and skills to learn for themselves within a wide variety of contexts, including the school, the family, the community, and the workplace. Students will become self-directed in pursuit of knowledge and recognize their personal strengths, passions, and interests and that these strengths, passions, and interests can change and vary throughout life. To foster passion and enthusiasm for lifelong learning, students will be engaged in actively planning and assessing their own learning, exploring new ideas and interests, and determining what they need to know to meet personal goals.

Specific indicators:

- Learning Plan (Individual)
- Citizenship/Life Skills Survey (System)
- Teacher School Climate Survey (System)
- Random survey one year and three years after students leave school (System)

Goal 2. ESSENTIAL LIFE SKILLS

2.6. Courageously identify and pursue their personal goals.

Reasonable Interpretation:

Courageously identify and pursue their personal goals means that students will develop an understanding of what a “goal” is (long-term, short-term, and time frame) and will be taught how to develop and formulate goals. Students will learn to set “stretch” goals and develop a plan to accomplish them. Students will be guided in making decisions and developing specific strategies to achieve these goals and will be provided with ample opportunities to set goals and monitor progress, both individually and collaboratively, in school and at home. Students will become self-directed, participating in decisions, becoming responsible and accountable for their own learning and will set “stretch” goals, taking beneficial risks, and exploring interests and ideas that expand their comfort zones and lead to new experiences.

Specific indicators:

- Learning Plan (Individual)
- Citizenship/Life Skills Survey (System)

Goal 2. ESSENTIAL LIFE SKILLS

2.7. Develop practical life skills including but not limited to:

2.7.1. Problem solving/critical thinking.

2.7.2. Work habits and ethics.

2.7.3. Financial competency.

2.7.4. Self-sufficiency.

2.7.5. Time management.

Reasonable Interpretation:

Problem solving means that students will identify and analyze a problem, generate solutions, select and test a solution, and evaluate results. Work habits and ethics means that students will develop work habits such as accept responsibility, comply with established rules, exhibit courteous behavior, exhibit self-control, follow through on assignments, listen to and follow directions, organize materials, respect personal and school property, use time constructively, work and play cooperatively. They will also articulate the difference between right and wrong, assess a situation, and understand that their actions can either support or cause pain and harm to others. Further, students will develop financial competency, which means identify personal values about money, determine financial goals, create and maintain a budget, balance a checkbook, understand credit and the cost of borrowing, and understand the mechanics of earning and saving. Self-sufficiency means that students will be prepared to lead productive, independent lives; and develop time management means students will plan, set priorities, and make effective use of time.

Specific indicators:

- Elementary report card work habits data (Individual and System)
- Grades 6, 8, and 12 academic project rubrics (Individual)
- Learning Plan (Individual)
- Citizenship/Life Skills Survey (System)
- Overall graduation rate (System)

Goal 2. ESSENTIAL LIFE SKILLS

2.8. Make healthy and safe life choices.

Reasonable Interpretation:

Make healthy and safe life choices means that during their school experience students will practice healthy nutrition and hygiene and understand the benefits of life-long physical activity and personal wellness. Students will avoid harmful or illegal substances and understand the need for safe driving practices. Additionally, students will learn to make safe choices in social situations and in their personal relationships.

Specific indicators:

- Learning Plan (Individual)
- Fairfax County Youth Survey (System)

Goal 2. Essential Life Skills Proposed Indicators

Elementary report card work habits data (Individual, System)

Third and sixth grade students' report card work habits grades will be aggregated and reported as a system indicator. Individual student's work habits grades can be used as part of the formative assessment process for each elementary student.

Work habit areas currently included on the report card are *accepts responsibility, complies with established rules, exhibits courteous behavior, exhibits self-control, follows through on assignments, listens to and follow directions, respects personal and school property, uses time constructively, and works and plays cooperatively*. Content definition of these terms must be developed throughout the school division.

Middle and high school selected discipline data (Individual, System)

At grades 8, 10, and 12, selected discipline data such as bullying, fighting, and theft will be aggregated and reported for the system. Individual student's discipline data can be used as part of the formative assessment process for each student.

Overall graduation rate (System)

Students who have successfully completed the required course of study in FCPS and/or IEP goals and graduated have been prepared to lead productive, independent lives. The overall graduation rate will be an indicator of this outcome (Goal 2.7.4).

Citizenship/Life Skills Student Survey (System)

A short student survey will be administered to students at grades 6, 8, and 12 to collect data about students' perceptions of their behavior related to essential life skills. Questions related to Goal 3 are also included on this survey.

Examples:

- Students at my school are honest.
- When students do something wrong, they tend to blame others.

Teacher School Climate Survey (System)

As a healthy school climate demonstrates that behaviors related to sound moral character and ethical judgment have been fostered, a systemwide school climate survey, which includes questions related to sound moral character and ethical judgment, will be administered to teachers at grades 3, 6, 8, and 12. This survey will be developed by a project team, as it includes survey items in other areas as well.

Examples:

- Students in my school are honest.
- Students in my school take responsibility for their actions.

Fairfax County Youth Survey (System)

The Fairfax County Youth Survey will be used to determine students' perceptions of their behaviors and beliefs in areas such as bullying, laws and norms, social skills, and belief in moral order. The survey is administered biannually to students in grades 6, 8, 10, and 12.

Post-graduation survey (System)

The post-graduation survey will be administered to all students three years after they leave school and five years after they leave school. The survey will collect data about students' continued participation in--or return to--learning activities, post-secondary education status, employment status, independent living and community participation, and overall life satisfaction.

Academic project to include life skills rubric at grades 6, 7, 8, & 12 (Individual)

For students in grades 6 and 8, a rubric to measure group process skills, problem solving, work habits, and time management will be developed and embedded in an academic project. Evidence that students have effectively demonstrated the skills as part of an academic project will be documented by a teacher or other school staff member in the students' learning plans.

The seventh grade environmental science course includes an ecology unit related to the Chesapeake. As part of that unit, an academic project will be required and a rubric will be used by the teacher to document students' demonstration of skills related to stewardship of the environment. Successful completion of the project will be documented in the students' learning plans.

The twelfth grade project will be a culminating experience/service learning demonstration project that includes a life skills rubric to document students' demonstration of life skills as part of the project. Successful completion of the project will be documented in students' learning plans.

Individualized Learning Plan (Individual, System)

The learning plan will be an indicator for goal 2.6 (Courageously identify and pursue their personal goals). At passage points the learning plan will document whether or not the student has participated in developing his or her goals and whether or not the student has included a stretch goal in his or her learning plan. The specific components of the learning plan have not been defined. Those features will be identified, and the ILP implementation carved out through a project team.

Passages

Passages are pivotal years in a student's schooling. During passage grades and in developmentally appropriate ways, students reflect on their life skills, identify strengths and interests, and with input from parents and school staff set age-appropriate goals.

Student Achievement Goal 2. Essential Life Skills Indicators

	2007-2008	2008-2009	2009-2010	2010-2011
Elementary: Primary Grades (Pre-K-2/3)	<ul style="list-style-type: none"> • Report card “work habits” data • Teacher School Climate Survey Pilot 	<ul style="list-style-type: none"> • As previous • Teacher School Climate Survey • Learning Plan development 	<ul style="list-style-type: none"> • As previous • As previous • Learning Plan pilot 	<ul style="list-style-type: none"> • As previous • As previous • Learning Plan baseline
<p>Grade 2/3 Passage: <i>Myself as a Learner</i> Passages are pivotal years in a student’s schooling. During passage grades and in developmentally appropriate ways, students reflect on their life skills, identify strengths and interests, and with input from parents and school staff, set age-appropriate goals. At the passage in grades 2/3, students would begin to build their plan by identifying their strengths and talents and by setting goals related to essential life skills.</p>				

Student Achievement Goal 2. Essential Life Skills Indicators

	2007-2008	2008-2009	2009-2010	2010-2011
Elementary: Upper Grades Grades (3-5/6)	<ul style="list-style-type: none"> • Report card “work habits” data • Teacher School Climate Survey Pilot • Fairfax County Youth Survey (Grade 6) 	<ul style="list-style-type: none"> • As previous • Teacher School Climate Survey • Citizenship Life Skills Student Survey (Grade 6) Pilot • Grade 6 Passage demonstration of life skills as part of academic project using common life skills rubric. • Learning Plan pilot 	<ul style="list-style-type: none"> • As previous • As previous • Citizenship/Life Skills Student (Grade 6) • As previous • Fairfax County Youth Survey (Grade 6) • Learning Plan baseline 	<ul style="list-style-type: none"> • As previous • As previous • As previous • As previous • Acceptable progress toward Learning Plan goals

Grade 5/6 Passage: *Myself as a Problem-Solver*

Passages are pivotal years in a student's schooling. During passage grades and in developmentally appropriate ways, students reflect on their life skills, identify strengths and interests, and with input from parents and school staff, set age-appropriate goals. At the passage in grades 5/6 or 6/7 students would continue to identify areas of strengths, talents, and interests, as well as the development of complex thinking skills demonstrated by student work. Goals would relate to essential life skills.

Student Achievement Goal 2. Essential Life Skills Indicators

	2007-2008	2008-2009	2009-2010	2010-2011
Middle School Grades (6/7-8)	<ul style="list-style-type: none"> • Grade 8 Discipline data • Grade 7 Environmental Science Project • Teacher School Climate Survey Pilot • Fairfax County Youth Survey (Grade 8) 	<ul style="list-style-type: none"> • As previous • As previous • Teacher School Climate Survey • Citizenship/Life Skills Student Survey (Grade 8) Pilot • Learning Plan pilot 	<ul style="list-style-type: none"> • As previous • As previous • As previous • Citizenship/Life Skills Student Survey (Grade 8) • Grade 8 Passage demonstration of life skills as part of academic project using common life skills rubric • Fairfax County Youth Survey (Grade 8) • Learning Plan baseline 	<ul style="list-style-type: none"> • As previous • As previous • As previous • As previous • As previous • Acceptable progress toward Learning Plan goals

Grade 7/8 Passage: *Exploring My Future*

Passages are pivotal years in a student's schooling. During passage grades and in developmentally appropriate ways, students reflect on their essential life skills, identify strengths and interests, and with input from parents and school staff, set age-appropriate goals. At the passage in grades 7/8, students would match strengths to potential career paths and would set goals for courses to take and activities related to essential life skills.

Student Achievement Goal 2. Essential Life Skills Indicators

	2007-2008	2008-2009	2009-2010	2010-2011
High School Grades (9-12)	<ul style="list-style-type: none"> · Grades 10 & 12 Discipline data · Overall graduation rate · Teacher School Climate Survey Pilot · Fairfax County Youth Survey (Grades 10 &12) · Expand Post Secondary Planning Tools 	<ul style="list-style-type: none"> · As previous · As previous · Teacher School Climate Survey · Citizenship/Life Skills Student Survey (Grade 12) Pilot · Learning Plan pilot, including Post Secondary Planning Tool 	<ul style="list-style-type: none"> · As previous · As previous · As previous · Citizenship/Life Skills Student Survey (Grade 12) · 12th Grade Experience/Service Learning Project Pilot demonstrating applied knowledge, life skills, and/or service learning · Fairfax County Youth Survey (Grades 10 & 12) · Learning Plan, including Post Secondary Planning Tool baseline 	<ul style="list-style-type: none"> · As previous · As previous · As previous · As previous · 12th Grade Experience/Service Learning Project baseline demonstrating applied knowledge, life skills, and/or service learning · Acceptable progress toward Learning Plan goals

Grade 12/Graduate Passage: *Focus on the Future*

Passages are pivotal years in a student's schooling. During passage grades and in developmentally appropriate ways, students reflect on their essential life skills, identify strengths and interests, and with input from parents and school staff, set age-appropriate goals. At the final passage, students in grade 12 would report, after reflection, whether or not they met their learning goals as evidenced by post-secondary plans.

Student Achievement Goal 2. Essential Life Skills Indicators

	2007-2008	2008-2009	2009-2010	2010-2011
Post Graduation Follow-Up		Post-school survey development (random sample survey)	Post-school survey pilot (random sample survey)	Post-school survey baseline (random sample survey)