INTRODUCTION
Dr. Brian Troop, District Superintendent

“The higher targets evident in the Life Ready Graduate profile have been collectively identified with input from the larger school community and verified through extensive research completed by AASA® The School Superintendents Association, EdLeader21, and others. Aiming for higher targets does not mean the required state standards are ignored, but it represents the important foundational elements of all learners’ education. To truly provide learners with an education that sets them on a path to reach their full potential in life, we must also focus on the skills and dispositions that lead to a successful future.”

It is the mission of the Ephrata Area School District to provide all students a secure learning environment and exemplary academic programs that inspire all students to reach their full potential.

INITIAL TIMELINE
April 2016 - Initial research, identification of themes
May 2016 - Concept endorsed by School Board
Fall 2016 - Model refined by faculty
Fall 2016 - Feedback received from Rotary & Ephrata/Cocalico LCCI
January 2017 - Graduate and community survey
March 2017 - Completion of Life Ready Graduate profile
August 2017 - Development of five-year implementation
September 2017 - Grade level planning
October 2017 - Introduce Life Ready Graduate certificate
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### CONTENT MASTERY & FINANCIAL LITERACY

A core foundational knowledge in multiple subject areas as well as an understanding of the financial system are critical to making informed decisions.

### HEALTHY LIVING, WELLNESS, & SELF-AWARENESS

A healthy lifestyle provides balance in one’s life that improves physical, social, and emotional well-being.

### CIVICS, LEADERSHIP & SERVICE

Local, national, and global understanding and respect for cultural and societal diversity are critical to being a global citizen.

### DIGITAL LITERACY & TECHNOLOGICAL PROFICIENCY

The ability to adapt, connect, and thrive in an ever-changing society are vital components of success in a digitally-competitive global environment.

### COMMUNICATION & EMPATHY

Communication is a foundational skill for all learning. It is vital to be able to share thoughts, questions, and ideas in appropriate ways to a variety of audiences for a specific purpose.

### CRITICAL THINKING & PROBLEM SOLVING

It is important to evaluate, reflect, and justify all possible avenues towards making an informed decision. Good decision making is critical for independence.

### CREATIVITY & INNOVATION

Preparing students for current and future challenges requires adaptability and flexibility that is learned through creative and innovative practices. It is important to imagine, visualize, and brainstorm new possibilities.

### COLLABORATION & TEAMWORK

Solving complex problems requires the sharing of ideas from a variety of perspectives and experiences. People work together to cultivate a sense of community and improve the quality of outcomes.

### HONESTY, INTEGRITY, & RESPONSIBILITY

In order to be a trusted and valuable member of society, graduates must possess a consistency among their words, actions, and the facts of any situation. Owning one’s actions and the results that they produce is a valued characteristic in all areas of adult life.

### ADAPTABILITY

An ability to recognize and react to challenges and changing circumstances will lead to higher levels of success in reaching one’s goals in all areas of life.

### CONTINUAL LEARNING & A GROWTH MINDSET

Possessing an understanding that learning is both iterative and continues long after formal schooling is complete will enable graduates to grow throughout life.

### RESILIENCE & GRIT

Understanding that there are things beyond one’s control, develops plans for success, and recovers from temporary setbacks along any path forward.

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**SURVEY: NATIONAL ASSOCIATION OF COLLEGES & EMPLOYERS**

<table>
<thead>
<tr>
<th>EMPLOYERS RATE</th>
<th>SKILLS/QUALITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - NOT AT ALL</td>
<td>Ability to work in a team structure</td>
</tr>
<tr>
<td>2 - NOT VERY</td>
<td>Ability to make decisions, &amp; solve problems</td>
</tr>
<tr>
<td>3 - SOMEWHAT</td>
<td>Ability to plan, organize, &amp; prioritize work</td>
</tr>
<tr>
<td>4 - VERY</td>
<td>Ability to verbally communicate</td>
</tr>
<tr>
<td>5 - EXTREMELY</td>
<td>Ability to obtain &amp; process information</td>
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<tr>
<td></td>
<td>Ability to analyze quantitative data</td>
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<tr>
<td></td>
<td>Technical knowledge related to the job</td>
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<td></td>
<td>Proficiency with computer software</td>
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<tr>
<td></td>
<td>Ability to create and/or edit written reports</td>
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<tr>
<td></td>
<td>Ability to sell or influence others</td>
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</tbody>
</table>

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“"The key to making a transformation is not to standardize education, but to personalize it, to build achievement on discovering the individual talents of each child, to put students in an environment where they want to learn and where they can naturally discover their true passions.” - Sir Ken Robinson

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**KNOWLEDGE**

**SKILLS**

**DISPOSITIONS**
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THE LIFE READY GRADUATE

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