

## Sanborn Regional High School Mission and Expectations

### Responsibility Ambition Pride

Category	Advanced	Proficient	Developing	Not Yet	Advisor	Student
<b>Academic Expectations</b>						
Develop a proficiency in the communication skills of reading, writing, speaking, viewing and listening.	Demonstrates advanced skills as a reader, writer, speaker, viewer and listener. Work or performance is exceptional and appropriate to exhibit or publish.	Demonstrates proficient skills as a reader, writer, speaker, viewer and listener and continues to improve by setting goals, working towards those goals, and measuring their own improvement.	Demonstrates minimal progress in attaining skills as a reader, writer, speaker, viewer and listener and struggles with setting and completing goals for their own learning.	Demonstrates no progress in working to or attaining skills as a reader, writer, speaker, viewer and listener.		
Demonstrate a proficiency in problem solving skills and critical thinking skills	Demonstrates advanced skills as a problem solver and critical thinker. Student plays a major role in shaping the class performance.	Demonstrates proficient skills as a problem solver and critical thinker. Contributes in a positive way to the class performance.	Demonstrates minimal progress in attaining skills as a problem solver and critical thinker. Student does not share with the class.	Demonstrates no progress in attaining skills as a problem solver and critical thinker. Students lack of progress impacts the class negatively.		
Demonstrate knowledge and application of technology skills	Demonstrates advanced skills in knowledge and application of technology skills. Student produces work that is publishable or equitable to real world work.	Demonstrates proficient knowledge and application of technology skills and continues to improve by setting goals, working towards those goals, and measuring their own improvement.	Demonstrates minimal progress in attaining knowledge and application of technology skills and struggles with setting and completing goals for their own learning.	Demonstrates no progress in working to or attaining knowledge and application of technology skills		
<b>Social and Civic Expectations</b>						
Demonstrate an ability to resolve conflicts responsibly	Demonstrates advanced skills in resolving conflicts responsibly and is a leader amongst peers.	Demonstrates proficient skills in resolving conflicts responsibly and is a respected by peers.	Demonstrates minimal skills in resolving conflicts responsibly and inadvertently contributes to conflicts by non action.	Demonstrates no skills in resolving conflicts responsibly and contributes to conflicts.		
Assume responsibility for one's own behavior	Continuously evaluates their own behavior and positively impacts the school community	Monitors their own behavior and takes responsibility for their own actions.	Minimally monitors their own behavior and only takes responsibility for their own actions when it is brought to their attention.	Does not monitor their own behavior and as a result the school community is negatively affected.		
Demonstrate respect for the diversity of ALL people in the communities of Sanborn Regional School District as well as the global community	Consistently and constantly strives to improve their understanding and appreciation for the diversity of ALL people in the communities of Sanborn Regional School District as well as the global community	Strives to improve their understanding and appreciation for the diversity of ALL people in the communities of Sanborn Regional School District as well as the global community	Occasionally works to improve their understanding and appreciation for the diversity of ALL people in the communities of Sanborn Regional School District as well as the global community.	No attempt to improve skills to improve their understanding and appreciation for the diversity of ALL people in the communities of Sanborn Regional School District as well as the global community.		
Maintain a safe, supportive environment	Always recognizes and contributes to building positive attributes of a safe, supportive environment.	Usually recognizes and contributes to building positive attributes of a safe, supportive environment.	Sometimes recognizes and contributes to building positive attributes of a safe, supportive environment.	Unable to recognize or contribute to building positive attributes of a safe, supportive environment.		
Learn to contribute responsibly and support one's school, community and the world through positive choices	Through self-assessment, proactively maintains behavior that contributes responsibly and supports school, community and the world through positive choices	Through self-assessment, reactively maintains behavior that contributes responsibly and supports school, community and the world through positive choices	Evaluates effectiveness of efforts but does not revise behavior that contributes responsibly and supports school, community and the world through positive choices	Unable to evaluate progress improving behavior that contributes responsibly and supports school, community and the world through positive choices		