

DISTRICTWIDE VISION OF A GRADUATE - INTEGRITY AND RESPECT

Having integrity means that an individual is honest and has strong moral principles that they refuse to change. They display a principled dedication to values and beliefs. Respectful individuals show a high regard for others. They treat others well and accept who others are without judgment.

Reflective Opportunities	Integrity and Respect <ul style="list-style-type: none"> ● Students display honesty and sincerity ● Students understand and follow expectations in a variety of settings. ● Students admit when they are wrong ● Students are receptive to the opinions and viewpoints of everyone. ● Students understand the power of words (negative and positive) and use them appropriately. ● Students take accountability for their actions ● Students treat others fairly and equitably. ● Students take pride in their work ● Students have a sense and/or understanding of civic responsibility which includes volunteerism, voting, standing for a cause, and being an active participant in society. 	Areas of Growth
	Feedback to Students	
	Goals (growth areas) for Future Learning	

DISTRICTWIDE VISION OF A GRADUATE - INTELLECTUAL CURIOSITY

Intellectual curiosity is the desire to learn more about the world and find the answers to deeper questions. It is a deep-rooted inclination to seek knowledge, engage in critical thinking, and continuously expand one's understanding and perspectives. Intellectual curiosity goes beyond mere information acquisition; it encompasses an inherent drive to delve into various disciplines, uncovering new ideas, insights, and connections.

Reflective Opportunities	Intellectual Curiosity <ul style="list-style-type: none"> ● Students are open to learning new and unfamiliar ideas and consider perspectives different from their own. ● Students research topics independently and on their own volition. ● Students ask questions to expand and deepen their understanding of a concept. ● Students try new and novel approaches to solve problems. This includes thinking outside of the box. ● Students do not jump to conclusions but instead seek out facts to analyze and synthesize. 	Areas of Growth
	Feedback to Students	
	Goals (growth areas) for Future Learning	

DISTRICTWIDE VISION OF A GRADUATE - GROWTH MINDSET

Students with a growth mindset believe that their abilities are not fixed traits but can be developed through hard work, perseverance, and a willingness to learn from mistakes. They understand that challenges and failures are opportunities for learning and growth, rather than indications of their limitations or intelligence.

Reflective Opportunities	<p>Growth Mindset</p> <ul style="list-style-type: none"> ● Students are not afraid of making mistakes but instead use them as learning opportunities. ● Students persevere when faced with a setback. ● Students take grades in stride. ● Students understand the value of effort and that effort may be different based on the desired outcome. ● Students value the learning process as well as the end result. ● Students welcome and use feedback. ● Students use reflection to apply prior knowledge to new problems. 	Areas of Growth
	Feedback to Students	
	Goals (growth areas) for Future Learning	

DISTRICTWIDE VISION OF A GRADUATE - EMOTIONAL INTELLIGENCE

Students with high emotional intelligence exhibit self-awareness, being able to identify and label their own emotions accurately. They understand the factors influencing their emotions and can manage them appropriately, taking into account the impact of their emotions on themselves and others. These students also demonstrate empathy, being able to recognize and understand the emotions of their peers and respond with compassion.

In addition, emotional intelligence in students involves effective communication and interpersonal skills. They can express their emotions and needs assertively, listen actively to others, and navigate conflicts and social situations with tact and empathy. Students with emotional intelligence are often skilled at building and maintaining positive relationships, as they can navigate the emotional dynamics of interactions effectively.

Reflective Opportunities	Emotional Intelligence <ul style="list-style-type: none"> ● Students recognize, label, and regulate their emotions and behaviors. ● Students display self discipline. ● Students are self-motivated. ● Students reflect accurately on their own strengths and areas for growth. ● Students understand that people have a variety of emotions. ● Students can problem-solve relationships with peers and adults. ● Students can “read the room” and read the body language, statements, and actions of others to understand their feelings. ● Students display empathy towards others. ● Students effectively communicate with others. 	Areas of Growth
	Feedback to Students	
	Goals (growth areas) for Future Learning	

DISTRICTWIDE VISION OF A GRADUATE - INDEPENDENCE AND EFFICACIOUSNESS

Independence for students refers to their ability to act and make decisions autonomously, with minimal reliance on others. It involves developing a sense of self-reliance, initiative, and responsibility in various aspects of their academic pursuits and personal lives. Independent students can effectively manage their time, set goals, prioritize tasks, and seek out resources and support when needed, while also demonstrating the willingness to take ownership of their learning and growth.

Efficaciousness for students refers to their belief in their own competence and capability to accomplish tasks and achieve desired outcomes. It encompasses having a positive mindset, self-confidence, and a proactive approach to learning. Efficacious students have a strong belief in their ability to overcome challenges, persevere through difficulties, and attain success. They are motivated, engaged, and exhibit a willingness to put in the necessary effort and utilize effective strategies to achieve their goals.

Reflective Opportunities	Independence and Efficaciousness	Areas of Growth
	<ul style="list-style-type: none"> ● Students use their time efficiently. They establish their own work schedules. ● Students start and complete work early or on time. ● Students arrive on time for meetings and events. ● Students are willing to take educational risks. ● Students are creative. ● Can prioritize and manage short and long term projects ● Can determine if and answer or solution makes sense and is reasonable ● Checks work without being prompted ● Asks for help only after attempting to resolve the problem independently ● Advocates for oneself ● Seeks out solutions ● Self Reflecting 	
	Feedback to Students	
	Goals (growth areas) for Future Learning	