



Riverside SD96

Our Mission & Mission Deliverables

BOE Approved

10/21/08



Academic Excellence

1.a. Each student will experience an exemplary, dynamic academic program that promotes the following dispositions: curiosity, meta-cognition (thinking about one's thinking), truth-seeking, strategic thinking, skepticism, and life-long learning.

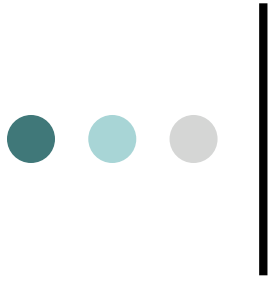
As evidenced by...

- Students continuously ask questions, seek evidence to support answers, and are critical consumers of information.
- Students recognize that differences in thinking are essential in seeking truth and understanding.
- Students take ownership of their learning by monitoring and adjusting their thinking.
- Students communicate their thinking in a variety of ways, drawing from evidence and experiences that they have organized with an essential question in mind.

1.b. Each student will be academically proficient (relative to local, state and national standards), will make appropriate academic progress (relative to historic trend and student potential), and will be academically successful (relative to other high performing districts – local, state and national).

As evidenced by...

- Students gather feedback on their performance and set specific goals for growth.
- Students analyze their performance data and communicate plans for achievement of their goals.



Creativity

2.a. Each student will focus on the process of forming original ideas through discovery, exploring, resourcefulness, effort, synthesizing and imagining.

As evidenced by...

- Students form ideas and generate essential questions by engaging in investigation and discovery.
- Students make choices among their questions, pursue answers to those questions beyond initial discoveries, and generate new questions.
- Students choose a deliberate process in their pursuits and use a variety of resources to arrive at their answers.

2.b. Each student will successfully face the challenges and uncertainties of risk-taking.

As evidenced by...

- Students go beyond certainty to ask harder questions, think in new ways, and enter the unknown in order to grow.
- Students choose tasks that are novel or challenging, acknowledge that success may not be achieved on their first effort, and persevere beyond obstacles, opposition, and/or unexpected outcomes.
- Students take risks and learn to evaluate the anticipated cost and/or benefit.



Critical Thinking

3.a. Using a variety of strategic thinking structures, each student will be: open-minded... inquisitive... reflective... purposeful... an effective communicator.

As evidenced by...

- Students are active participants that are invested in the pursuit of meaning and understanding.
- Students contemplate a variety of solutions, which may include the thinking of others, and will “change their minds” when there is evidence or a rationale to do so.
- Students make connections between prior knowledge and new knowledge across the curriculum.
- Students reflect upon their thinking, collect evidence of their learning, and identify personal growth.

3.b. Each student will seek truth and understanding through strategic and authentic problem solving, decision making, and skeptical processing to grapple with meaningful real life situations.

As evidenced by...

- Students are active problem-solvers, engaged in problem-based learning and applying this process in future situations.
- Students develop the habit of generating authentic, meaningful questions and devote time to actively seek answers to the questions they have.
- Students recognize that the process of analysis is as valuable as the solution it generates, and therefore will communicate their reasoning without an expectation of approval.



Respect

4a. Each student shows high regard for the dignity of oneself, others, property and the environment.

As evidenced by...

- Students demonstrate civil and courteous behavior and expect the same from others.
- Students honor differences in opinions and ways of thinking.
- Students communicate respectfully and recognize that disagreement is natural and not personal.

4b. Each student believes that she/he has exceptional value.

As evidenced by...

- Students identify their strengths, describe their accomplishments, acknowledge their weaknesses, and work toward improvement.
- Students recognize they have a voice and that their contributions make a difference.
- Students accept responsibility for their own success.
- Students identify setbacks as temporary, and plan for better results in the future.