This document contains the six school-wide expectations identified by the Deer Isle-Stonington High School community- staff, students, parents, and community members, and the accompanying assessment rubrics developed by the professional staff of the school from 2007-2009. The New England Association of Schools and Colleges requires that schools develop school-wide academic, social, and civic expectations. NEASC writes:

> *"The school's mission statement describes the essence of what the school as a community of learners is seeking to achieve. The expectations for student learning are based on and drawn from the school's mission statement. These expectations are the fundamental goals by which the school continually assesses the effectiveness of the teaching and learning process. Every component of the school community must focus on enabling all students to achieve the school's expectations for student learning."*

DISHS's school-wide expectations are aligned with the CSD#13 Mission & Vision Statements and Strategic Plan as well as the Guiding Principles of the Maine Learning Results. The following six school-wide expectations were identified after staff discussion, a student survey, a community survey, and other stakeholder input:

#1: Students are Creative and Practical Problem Solvers (Academic).
#2: Students are Clear and Effective Communicators[1] (Academic).
#3: Students Set and Achieve Personal Goals (Academic).
#4: Students Contribute to a Safe and Respectful School Environment (Social).
#5: Students Demonstrate Independence, Responsibility, and a Sense of Ownership (Social).
#6: Students are Responsible Citizens (Civic).

Starting with the Class of 2013, students will be required to demonstrate achievement of academic expectations #1 and #2 through the successful completion of a Graduation Portfolio and Senior Exhibition in order to earn a DISHS diploma. Academic expectation #3 will be assessed by each student's Individualized Learning Plan. DISHS will monitor its progress in achieving social and civic expectations #4, #5, and #6 annually. All school-wide expectations and accompanying rubrics will be reviewed and revised on a regular basis, at least every five years as the CSD#13 Strategic Plan is reviewed and revised.

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1   When written work is assessed for School-wide Expectation #2: Students are Clear and Effective Communicators, one of four rubrics will be used. The clear and effective communicator rubric is for shorter writing assignments, such as poster or slideshow presentations, websites, artist statements, or journals, etc., or assignments in which students have a choice in how they communicate their learning (poster, website, essay, etc.). The DISHS argumentative, informational/explanatory, or narrative writing rubric will be used for more substantive pieces of writing such as papers, essays, or reports as appropriate to the type of writing demanded by the assignment.

School-Wide Expectations

School Wide Expectation #1: Students are Creative and Practical Problem Solvers		
_X_ Academic	___ Social	___ Civic

Clarification/Expansion of Concept:
When presented with a problem, students engage in inquiry to define, analyze, and prepare suitable solutions to the problem. Problem solving requires the problem solver to be persistent in finding a solution to the problem. Problem solving is not a linear process; the problem solver usually attempts many possible solutions before identifying a "best" solution. Students must be informed thinkers before they are creative and practical problem solvers. Informed thinkers are able to evaluate information, facts, or data, identify various solutions to a problem, and develop a clear solution supported by evidence..

Definition of Key Terms:
inquiry: to ask a question to investigate and gain information.
analyze: to break into parts and examine how they relate to one another.
appropriate: to set apart and assign a particular purpose.
justifiable:to use logic and reasoning to defend.
solution: depending on how the problem is defined and how the student attempts to solve it, a solution can be a position supported by evidence, a conclusion, a product

Benchmarks:
DISHS staff will use the school-wide "Creative and Practical Problem Solver" rubric to determine a benchmark for student achievement.

Sources of Evidence:
Each course taught at DISHS will include one summative assessment for "Creative and Practical Problem Solver."

Student Name: _____ Course: _____ Teacher: _____ Date: ___ / ___ / _____

Academic Expectation #1: Students are Creative and Practical Problem Solvers

Benchmark	Does not meet	Partially meets	Meets	Exceeds
Problem Solver: Defines Problem	The student does not state the problem/task.	The student partially states the problem/task but lacks depth and/or detail.	The student states the problem/task with appropriate depth and detail.	The student states the problem/task and expands or refines the problem throughout the problem solving process.
Problem Solver: Planning	The student demonstrates no evidence of planning and projected solutions.	The student demonstrates insufficient evidence of planning and projected solutions.	The student demonstrates sufficient evidence of relevant planning and projected solutions.	The student demonstrates evidence of sophisticated planning and projected solutions.
Problem Solver: Process	The student does not demonstrate creativity and/or persistence, or does not follow a process appropriate to the problem.	The student demonstrates little creativity and/or persistence, or attempts to follow a process appropriate to the problem..	The student demonstrates creativity and/or persistence, and follows a process appropriate to the problem.	The student demonstrates creative strategies, interpretations and persistence, and follows a process appropriate to the problem and reworks problems independently.
Informed Thinker: Analysis	The student does not analyze or interpret information, facts, data, and/or perspectives.	The student attempts to analyze or interpret information, facts, data, and/or perspectives.	The student analyzes or interprets information, facts, data, and/or perspectives.	The student thoroughly and independently analyzes or interprets information, facts, data, and/or perspectives.
Informed Thinker: Solution	The student does not develop a clear solution; the solution is not supported by evidence	The student develops a solution; the solution is partially supported by evidence.	The student develops a clear solution supported by evidence.	The student communicates a well-developed, insightful, and/or innovative solution supported by a variety of evidence.
Problem Solver: Evaluation	The student does not evaluate the effectiveness of the plan, process, and solution.	The student attempts to evaluate the effectiveness of the plan, process, and solution.	The student evaluates the effectiveness of the plan, process, and solution.	The student demonstrates a thorough understanding of the ramifications of the plan, process, and solution.

School-Wide Expectations

School Wide Expectation #2: Students are Clear and Effective Communicators		
_X_ Academic	___ Social	___ Civic

Clarification/Expansion of Concept:
Clear and effective communication helps build respect for a diversity of people and ideas. Students use oral, written, visual, and artistic modes of expression, as well as performances and technology, to communicate with others in their careers, their communities, and their personal lives. Clear and effective communicators:

- *Convey their idea/position to an appropriate audience using multiple modes of communication (oral, written, visual, and artistic modes of expression).*
- *Support, with evidence, their idea/position (are informed thinkers).*
- *Exhibit listening/observational skills.*
- *Engage the intended audience and utilize strategies for audience interaction.*
- *Use conventions of language for written and spoken communication.*

Students must be informed thinkers before they are clear and effective communicators. Informed thinkers are able to use multiple sources of information, analyze them, and synthesize the information to defend a position.

Because writing is an especially important form of communication, specific expectations for written communication have been developed and support the more general expectations for all forms of communication.

Definition of Key Terms:
Visual communication includes graphs, charts, photographs, maps, etc.
Written and oral communication requires the articulation of an idea to an intended audience.
Artistic communication is creative expression in any medium (i.e.: paint, graphic design, wood, writing).
Technological communication is the use of computer-based digital tools to articulate and share ideas, such as word processing, spreadsheets, databases, instant messaging, e-mail, social networking).

Benchmarks:
DISHS staff will use the school-wide "Clear and Effective Communicator" rubric to determine a benchmark for student achievement. Additionally, a separate Essay Rubric for written communication will be developed.

Sources of Evidence:
Each course taught at DISHS will include one summative assessment for "Clear and Effective Communicator."

Student Name: _____ Course: _____ Teacher: _____ Date: ___ / ___ / _____

Academic Expectation #2: Students are Clear and Effective Communicators

Circle all that apply: 1. Oral 2. Written[2] 3. Visual 4. Artistic 5. Performance 6. Technology 7. Other

Benchmark	Does not meet	Partially meets	Meets	Exceeds
Effective Communicator: Organization	The student does not organize ideas, concepts, and/or information so that each element supports or builds on other elements to create a unified whole.	The student attempts to organize ideas, concepts, and/or information so that each element supports or builds on other elements to create a unified whole.	The student organizes ideas, concepts, and/or information so that each element supports or builds on other elements to create a unified whole.	The student creatively organizes ideas, concepts, and/or information so that each element supports or builds on other elements to create a unified whole.
Informed Thinker: Information Sources	The student does not use relevant sources. The student does not cite sources appropriately when required.	The student uses sources with limited relevance. The student attempts to cite sources appropriately when required.	The student uses relevant sources . The student cites sources appropriately when required.	The student thoroughly and independently uses relevant sources. The student cites sources appropriately when required.
Informed Thinker: Analysis	The student does not analyze or interpret information, facts, data, and/or perspectives.	The student attempts to analyze or interpret information, facts, data, and/or perspectives.	The student analyzes or interprets information, facts, data, and/or perspectives.	The student thoroughly and independently analyzes or interprets information, facts, data, and/or perspectives.
Informed Thinker: Synthesizes Information/ Effective Communicator: Communication of Ideas and Content	The student does not introduce a topic or does not develop the topic by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples.	The student introduces a topic but insufficiently develops the topic by failing to select the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples.	The student introduces a topic and sufficiently develops the topic by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples.	The student introduces an insightful or innovative topic and thoroughly develops the topic by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples.
Effective Communicator: Quality of Communication	The elements of the student's communication are not appropriate to the audience.	The elements of the student's communication are sometimes inappropriate to the audience.	The elements of the student's communication are appropriate to the audience.	The elements of the student's communication are rich and engage the audience.
Effective Communicator: Communication is Free From Errors	The student's communication (via the product) is ineffective due to excessive errors.	The student's communication (via the product) contains errors that detract from the effectiveness of the communication.	The student's communication (via the product) has only minor errors that do not detract from the effectiveness of the communication.	The student's communication(via the product) is virtually error free.

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2 *For written work, a SWE can be assessed using either the Clear and Effective Communicator rubric or the Writing Rubric, depending on: (a) SWEs that require all students to write a "substantive piece of writing" like a paper, essay, or report should use the writing rubric; (b) SWE's that require students to write as part of a journal, powerpoint, poster, website, or other "non-substantive piece of writing" should use the Communicator rubric; (c) SWE's that allow students a choice in how they communicate their learning (students can do a paper, a presentation, or a website) should be assessed using the communicator rubric.*

Student Name: _____   Course: _____   Teacher: _____   Date: ___ / ___ / _____

DISHS Narrative Writing Rubric

	Does Not Meet	Partially Meets	Meets	Exceeds
Exposition	The student does not orient the reader and points of view are unclear.	The student attempts to engage and orient the reader by presenting a problem, situation or observation. Introduces characters but points of view are unclear.	Engages and orients the reader by presenting a problem, situation or observation. Establishes one or multiple points of view. Introduces a narrator and/or characters.	Engages and orients the reader by presenting a well developed problem, situation or observation and its significance. Introduces convincing narrator and/or characters and establishes clear point of view.
Development • Flow • Conclusion	The progression of events is not logical. Conclusion does not follow or resolve the narrative.	The progression of events and experiences has some logic and follows a sequence. Provides a conclusion that follows but is not resolved over the course of the narrative.	Creates a progression of experiences and sequences events that build on one another. Provides a conclusion that follows from what is experienced, observed or resolved over the course of the narrative.	Creates a smooth progression of experiences and sequences events that build on one another to create a coherent whole. Provides a conclusion that follows and reflects on what is experienced, observed or resolved over the course of the narrative.
Conventions: • Spelling • Punctuation • Grammar • Sentence Structure	Numerous and significant mechanical errors of spelling, punctuation, grammar, and/or sentence structure substantially interfere with meaning. No evidence of editing.	Mechanical errors of spelling, punctuation, grammar, and/or sentence structure occasionally interfere with meaning. Minimal evidence of editing.	Few and minor mechanical errors of spelling, punctuation, grammar, and/or sentence structure do not interfere with meaning.	Virtually no mechanical errors of spelling, punctuation, grammar, and sentence structure.
Word choice and vocabulary	Careless or inaccurate word choice. Style is not appropriate	Limited or vague vocabulary, some use of cliché	Uses precise words and phrases, telling details and sensory language to convey vivid pictures of experiences, events, setting and/or characters.	Rich and engaging use of vocabulary and literary devices.
Writing techniques	No development of experiences, events, and/or characters	Attempts to use narrative techniques to develop experiences, events and/or characters.	Uses narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events and/or characters.	Skillful use of narrative techniques to develop a particular tone or outcome (a sense of mystery, suspense, growth, or resolution.)

Student Name: _____   Course: _____   Teacher: _____   Date: ___ / ___ / _____

DISHS Argumentative Writing Rubric

	Does Not Meet	**Partially Meets**	**Meets**	**Exceeds**
Informed Thinker: Analyzes Information	The student does not analyze or interpret information, facts, data, and alternate or opposing arguments.	The student attempts to analyze or interpret information, facts, data, and alternate or opposing arguments	The student analyzes or interprets information, facts, data, and distinguishes between alternate or opposing arguments.	The student thoroughly and independently analyzes or interprets information, facts, data, and alternate or opposing arguments.
Informed Thinker: Synthesizes Information/ Effective Communicator: Communication of Ideas and Content	The student does not communicate a clear argument supported by evidence nor acknowledges the counter arguments	The student communicates an argument partially supported by evidence and attempts to acknowledge counter arguments.	The student communicates a clear argument supported by evidence and acknowledges and responds to counter arguments.	The student communicates a well-developed, insightful, and/or innovative argument supported by a variety of evidence and acknowledges and responds to counter arguments thoroughly.
Organization: • Lead • Flow • Conclusion	No lead or connection between paragraphs; conclusion weak or lacking.	Weak lead; some paragraphs lack connection to argument or transitions between paragraphs are awkward; weak conclusion.	Appropriate lead; all paragraphs support argument with smooth transitions; effective conclusion supports argument; paragraphing is intentional.	Engaging lead; ideas flow clearly and logically with effective transitions between paragraphs; conclusion adds insight.
Conventions: • Spelling • Punctuation • Grammar • Sentence Structure	Numerous and significant mechanical errors of spelling, punctuation, grammar, and/or sentence structure substantially interfere with meaning. No evidence of editing.	Mechanical errors of spelling, punctuation, grammar, and/or sentence structure occasionally interfere with meaning. Minimal evidence of editing.	Minor mechanical errors of spelling, punctuation, grammar, and/or sentence structure do not interfere with meaning.	Virtually no mechanical errors of spelling, punctuation, grammar, and/or sentence structure.
Word choice and Vocabulary	Careless or inaccurate word choice. Style is not appropriate for the content area.	Limited or vague vocabulary, some use of cliché. Formal style is not maintained throughout.	Choice of vocabulary is appropriate and maintains a formal style throughout that meets the norms and conventions of the content area.	Rich and engaging use of vocabulary. Maintains a formal style throughout that meets the norms and conventions of the content area.
Informed Thinker: Information Sources	The student does not use credible or relevant sources or does not cite sources appropriately.	The student uses sources with limited credibility or attempts to cite sources appropriately.	The student uses credible sources and cites sources appropriately.	The student thoroughly and independently uses credible sources and cites sources appropriately.

Student Name: _____ Course: _____ Teacher: _____ Date: ___ / ___ / _____

DISHS Informative/Explanatory Writing Rubric
For informative / explanatory texts, including narration of historical events, scientific procedures / experiments, technical processes or research.

	Does Not Meet	Partially Meets	Meets	Exceeds
Informed Thinker: Synthesizes Information/ Effective Communicator: Communication of Ideas and Content	The student inadequately examines and conveys ideas.	The student attempts to examine and convey ideas but does not effectively select or analyze content.	The student examines and conveys ideas through the effective selection and analysis of content with sufficient supportive examples.	The student presents well developed and/or innovative ideas supported by the thorough selection and analysis of content.
Organization: • Lead • Flow • Conclusion	No attempt at formatting. No lead or connection between paragraphs or sections; conclusion weak or lacking.	Formatting interferes with content. Weak lead; some paragraphs or sections lack connection to main idea, transitions between paragraphs are awkward; weak conclusion.	Formatted correctly. Appropriate lead; all paragraphs or sections provide relevant information with smooth transitions between paragraphs; effective conclusion.	Formatting compliments content. Engaging lead; ideas flow clearly and logically with effective transitions between paragraphs or sections; conclusion adds insight.
Conventions: • Spelling • Punctuation • Grammar • Sentence Structure	Numerous and significant mechanical errors of spelling, punctuation, grammar, and/or sentence structure substantially interfere with meaning. No evidence of editing.	Mechanical errors of spelling, punctuation, grammar, and/or sentence structure occasionally interfere with meaning. Minimal evidence of editing.	Minor mechanical errors of spelling, punctuation, grammar, and/or sentence structure do not interfere with meaning.	Virtually no mechanical errors of spelling, punctuation, grammar, and/or sentence structure.
Vocabulary and Style	Careless or inaccurate word choice. Style is not appropriate for the content area.	Limited or vague vocabulary, some use of cliché. Formal style is not maintained throughout.	Choice of vocabulary is appropriate and maintains a formal style throughout that meets the norms and conventions of the content area.	Rich and engaging use of vocabulary. Maintains a formal style throughout that meets the norms and conventions of the content area.
Informed Thinker: Information Sources	The student does not use credible or relevant sources and/or does not cite sources appropriately.	The student uses sources with limited credibility and/or attempts to cite appropriately.	The student uses credible sources and cites appropriately.	The student thoroughly and independently uses credible sources and cites appropriately.

School-Wide Expectations

School Wide Expectation #3: Students Set and Achieve Personal Goals		
_X_ Academic	___ Social	___ Civic

Clarification/Expansion of Concept:
Each student enrolled in DISHS engages in a systematic process to identify maturing interests and possible pathways toward attainment of individual academic, career, and avocational pursuits. The student is guided by his or her advisor through a process to formulate and focus on a strategic vision of a productive and satisfying future in and beyond high school and to take steps to attain that vision. This process is supported by the student's advisor who directs the student to relevant academic coursework and/or elective courses, co-curricular activities, educational experiences, and community resources that will help the student achieve his or her goals. The process of goal setting and goal achieving will be documented in the student's Individual Learning Plan with support from the student's advisor.

Definition of Key Terms:
Setting... Personal Goals: defining academic, career, and avocational pursuits as defined by the aspirations of the individual student.
Achieving Personal Goals: measured progress toward, or attainment of, stated aspirations.
avocation: an individual student's passion, hobby, or deeply held interest.
Individualized Learning Plan (ILP): a plan created and regularly evaluated and revised by the student, his or her advisor, and the student's parents (or other adults invested in the success of the student) to map academic, career, and avocational interests.
NOTE: An Individualized Learning Plan (ILP) is not the same as an Individualized Education Plan (IEP).

Benchmarks:
- *Each year, each student creates, reflects on, and revises a plan for achieving his or her personal goals .*
- *Students achieve personal goals by documenting a plan for the completion of graduation requirements and a post-secondary plan as part of his or her ILP. Additionally, students select elective course work and/or co-curricular activities based on the student's interests or talents and which support the attainment of the student's ILP goals.*

Sources of Evidence:
- *DISHS Individualized Learning Plans, which are filed in the student's Graduation Portfolio and updated at least twice each year.*
- *The student's advisor will update the rubric for School-wide Expectation #3: Students Set and Achieve Personal Goals annually.*
- *Students will complete a career inventory and/or college search survey at least once per year.*
- *Throughout the ILP process, parents will validate and support the student's course selections and post-secondary planning.*
- *DISHS will regularly survey graduates to gather data on the long-term effectiveness of the ILP process in helping students to set and achieve personal goals.*

Academic Expectation #3: Students Set and Achieve Personal Goals

Benchmark	Does not meet	Partially meets	Meets	Exceeds
Students create, reflect on, and revise a plan for achieving personal goals.	• The student fails to update, with advisor and parental participation when possible, an ILP at least two times per year. • The student does not complete a career inventory and/or college search survey annually.	• The student updates, with advisor and parental participation when possible, an ILP as required but with vague input as to academic, career, or avocational goals or interests. • The student minimally participates in a career inventory and/or college search survey annually to guide the goals documented in the student's ILP.	• The student updates, with advisor and parental participation when possible, an ILP at least two times per year. • The student completes a career inventory and/or college search survey annually to guide the goals documented in the student's ILP.	• The student meets the standard and researches beyond the ILP seeking specific skill requirements or opportunities toward selection between multiple interests. • The student meets the standard and is self-directed in searching for career or college qualifications or options.
The student achieves personal goals.	• The student struggles to complete graduation requirements. • The student never fully develops personal goals, or the goals change often with no obvious basis, research, or student follow through. • The student does not pursue participation in activities related to the student's ILP goals.	• The student completes most coursework at a level which meets the goals in the student's ILP. • At least 3 of the 7.5 elective credits required for graduation are selected and successfully completed ('C' or better) by the student based on goals stated in the student's ILP. • The student seeks involvement in co-curricular activities or other activities outside of school related to the student's ILP goals.	• The student completes all coursework at a level which meets the goals in the student's ILP. • At least 5 of the 7.5 elective credits required for graduation are selected and successfully completed ('C' or better) by the student based on goals stated in the student's ILP. • The student is actively involved in co-curricular activities or other activities outside of school related to the student's ILP goals.	• The student completes all coursework at a level which exceeds the minimum for post-secondary admission. • Meets the standard and includes career oriented projects or independent study to enhance elective credits. • The student creates individualized co-curricular activities or other activities outside of school specific to the student's interests and attainment of ILP goals.

School-Wide Expectations

School Wide Expectation #4: Students Contribute to a Safe and Respectful School Environment

___ Academic	_X_ Social	___ Civic

Clarification/Expansion of Concept:
Every school community member is entitled to a safe and supportive environment regardless of gender, religion, race, ethnicity, sexual orientation, learning style or political affiliation. At Deer Isle-Stonington High School, students respect a diversity of people and ideas. In their daily interactions, students show respect for peers, teachers and all staff, as well as the building and grounds.

To measure the positive contributions students make towards creating a safe and respectful school, DISHS will annually develop a list of groups, committees, and co-curricular activities which promote a safe and respectful school and track the number and percentage of student who participate in those activities.

Definition of Key Terms:
"School Community member" includes DISHS students, staff, parents, visitors and volunteers.
"Safe and supportive environment" at DISHS is one in which all people find acceptance.

Benchmarks:
DISHS staff will use the school-wide "Safe and Respectful School Environment" rubric to determine a benchmark for school achievement.

Sources of Evidence:
Annual disciplinary data, including:
> *% of students with disciplinary referrals for inappropriate language, disrespectful language, swearing at students/staff,*
> *% of students with disciplinary referrals for vandalism, graffiti, destruction of school property,*
> *% of students with disciplinary referrals for bullying, harassment,*
> *% of students involved in groups, committees, or co-curricular activities which promote a safe and respectful school.*

Social Expectation #4: Students Contribute to a Safe and Respectful School Environment

This rubric assesses the school's progress towards achieving this school-wide expectation

Benchmark	Does not meet	Partially meets	Meets	Exceeds
Students respect a diversity of people and ideas and do not use inappropriate language	More than 15% of students have discipline referrals for obscene, vulgar or disrespectful language.	More than 10% but fewer than 15% of students have discipline referrals for obscene, vulgar or disrespectful language.	More than 5% but fewer than 10% of students have discipline referrals for obscene, vulgar or disrespectful language.	Fewer than 5% of students have discipline referrals for obscene, vulgar or disrespectful language.
Students demonstrate respect for the building and school grounds	More than 15% of students have discipline referrals for destruction of school property, vandalism or graffiti.	More than 10% but fewer than 15% of students have discipline referrals for destruction of school property, vandalism or graffiti.	More than 5% but fewer than 10% of students have discipline referrals for destruction of school property, vandalism or graffiti.	Fewer than 5% of students have discipline referrals for destruction of school property, vandalism or graffiti.
Students will not harass, haze, or bully other members of the school community.	More than 15% of students have discipline referrals for harassment, hazing or bullying.	More than 10% but fewer than 15% of students have discipline referrals for harassment, hazing or bullying.	Fewer than 10% of students have discipline referrals for harassment, hazing or bullying.	Fewer than 5% of students have discipline referrals for harassment, hazing or bullying.
Students are involved in groups, committees, or co-curricular activities which promote a safe and respectful school	Fewer than 25% of students are involved in groups, committees, or co-curricular activities which promote a safe and respectful school.	More than 25% but fewer than 75% of students are involved in groups, committees, or co-curricular activities which promote a safe and respectful school.	More than 75% but fewer than 95% of students are involved in groups, committees, or co-curricular activities which promote a safe and respectful school.	95% of students are involved in groups, committees, or co-curricular activities which promote a safe and respectful school.

School-Wide Expectations

School Wide Expectation #5: Students Demonstrate Independence, Responsibility, and a Sense of Ownership.		
___ **Academic**	_X_ **Social**	___ **Civic**

Clarification/Expansion of Concept:

At Deer Isle-Stonington High School, students actively participate in the governance of the school. They have a voice in how the affairs of the school are conducted, and show initiative and leadership in their decision-making roles. In addition, students exhibit a sense of ownership; in multiple areas, they work to enhance the school's overall quality of life. Students take steps to deepen the bond between school and community.

Definition of Key Terms:

Students covers both the whole student body as well as elected/appointed/volunteer student representatives.

Governance means leadership: initiative and thoughtfulness on the part of students in how the affairs of the school are conducted.

Ownership and sense of ownership mean tangible expressions of care (pride, affection, concern) by students for the school and its quality of life.

Quality of life has to do with the enhancement of social, civic, and academic conditions at the school. It also includes the preservation of school buildings and grounds.

Benchmarks:

DISHS staff will use the school-wide "Independence, Responsibility, and Sense of Ownership" rubric to determine a benchmark for school achievement.

Sources of Evidence:

Student participation and engagement in Student Council, School Board representation, and class officers.

School records which document student input at the decision-making level.

Student participation on hiring/interview committees.

Student participation in activities which help maintain buildings and grounds (recycling/litter drives, improvement projects, hurtful graffiti discouraged, proper lunchroom etiquette).

Student initiative to suggest and help oversee extra-curricular events within the school (dances, concerts, speakers, art or film shows, etc.).

Students initiative to suggest and help oversee events that involve the community (art or musical festivals, local history projects, economic improvement projects, charity drives, blood drives, recycling drives, environmental projects, etc.).

Sources of evidence not explicitly measured in the rubric:

Student work both past and current is visible throughout the school.

Artistic expression by students (concerts, recitals, theater, artwork) is evident on a regular basis.

Athletic and non-athletic student successes are routinely recognized and celebrated.

Participation and engagement in Peer Support and National Honor Society.

Social Expectation #5: Students Demonstrate Independence, Responsibility, and a Sense of Ownership
This rubric assesses the school's progress towards achieving this school-wide expectation

Benchmark	Does not meet	Partially meets	Meets	Exceeds
Students are involved in the governance of the school	Fewer than 80% of elected and appointed positions are filled, even when recruited.	At least 80% of elected and appointed positions are filled.	All elected and appointed student positions are filled. Some might be through recruitment.	There are an excess of students seeking involvement through elected and appointed governance and sub committee positions.
Students participate in school decision-making areas such as assessment, curriculum, discipline & hiring	Fewer than 5% participate substantively in school decision making.	At least 10% of students participate substantively in school decision making.	At least 25% of students participate substantively in school decision making.	More than 30% or more participate substantively.
Student demonstrate ownership through respect for the building and grounds of the school	More than 20 % of students have discipline issues related to vandalism of building & grounds.	More than 80% of students have no discipline matters related to vandalism of building & grounds.	At least 90% of students have no discipline matters related to vandalism of building & grounds.	More than 95% of students have no discipline matters related to vandalism of building & grounds.
Annually, students initiate events that involve the broader community	Students do not initiate any events that involves the broader community.	Students initiate at least 1event that involves the broader community.	Students initiate at least 3 events that involve the broader community.	Students initiate more than 5 events that involve the broader community.
Students demonstrate independence & responsibility through school & community service	Fewer than 60% of students are on or ahead of schedule at meeting the community service graduation requirement at the end of each school year.	At least 60% of students are on or ahead of schedule at meeting the community service graduation requirement at the end of each school year.	At least 80% of students are on or ahead of schedule at meeting the community service graduation requirement at the end of each school year.	More than 95% of students are on or ahead of schedule at meeting the community service graduation requirement at the end of each school year.

School-Wide Expectations

School Wide Expectation #6: Students are Responsible Citizens		
___ Academic	___ Social	_X_ Civic

Clarification/Expansion of Concept:
At Deer Isle-Stonington High School students are responsible citizens by participating in: community service activities, civic instruction, the governance of the school, and co/extra-curricular activities.

Definition of Key Terms:
community service: student volunteerism to provide a service to the community as part of a student's graduation requirements and as described in DISHS policy.
governance: student leadership and initiative on how the affairs of the school are conducted.
civic instruction: a component of the social studies curriculum. NOTE: this definition needs to be expanded to include explicitly articulated opportunities across the curriculum for civic instruction.
discipline issue: any discipline referral that results in an administrative consequence, ie: a detention, suspension, or loss of privileges.

Benchmarks:
100% of students will complete 40 community service hours before graduation, spread over the student's four years in high school.
100% of students will complete civic instruction.
All students will be provided and take advantage of opportunities to participate in school governance and co/extra-curricular activities.
At least 75% of students will not have discipline issues prior to graduation.
At least 10% of students will be recognized publicly for community involvement.

Sources of Evidence:
Students will submit documentation of 40 hours of community service.
Students will take social studies courses which include civic instruction.
DISHS will provide documentation of class meetings, class officer election dates and co/extra curricular activities opportunities.
student discipline reports.
Community and public notices of student recognition, ie: articles in the local paper.

Civic Expectation #6: Students Are Responsible Citizens
This rubric assesses the school's progress towards achieving this school-wide expectation

Benchmark	Does not meet	Partially meets	Meets	Exceeds
100% of students will complete 40 hours of community service before graduation	A majority of students will have completed less than 20 hours of community service by the start of the student's senior year.	A majority of students will have completed at least 20 hours of community service by the start of the student's senior year.	A majority of students will have completed at least 30 hours of community service by the start of the student's senior year.	A majority of students will have completed all 40 hours of community service by the start of the student's senior year.
100% of students will complete civic instruction	Fewer than 25% of students will have completed civic instruction by the start of the student's senior year.	At least 25% of students will have completed civic instruction by the start of the student's senior year.	At least 90% of students will have completed civic instruction by the start of the student's senior year.	100% of students will have completed civic instruction by the start of the student's senior year.
All students participate in school governance and co/extra-curricular activities.	Fewer than 25% will have participated in school governance or co/extra-curricular activities prior to graduation.	At least 25% will have participated in school governance or co/extra-curricular activities prior to graduation.	At least 75% will have participated in school governance or co/extra-curricular activities prior to graduation.	At least 90% will have participated in school governance or co/extra-curricular activities prior to graduation.
Students demonstrate responsible behavior toward their school and community.	Fewer than 50% of students will have had no disciplinary issues prior to graduation.	At least 50% of students will have had no disciplinary issues prior to graduation.	At least 75% of students will have had no disciplinary issues prior to graduation.	At least 90% of students will have had no disciplinary issues prior to graduation.
Students are publicly recognized by the school for their community involvement	Fewer than 5% of students will have been publicly recognized by the school for their community involvement during the previous school year.	At least 5% of students will have been publicly recognized by the school for their community involvement during the previous school year.	At least 10% of students will have been publicly recognized by the school for their community involvement during the previous school year.	At least 15% of students will have been publicly recognized by the school for their community involvement during the previous school year.