

# ***Marietta City Schools’ Foundation Statements***

The following mission and vision statements were carefully developed from faculty and staff input as well as the comprehensive analysis of our district data and surveys, and they also draw on the synthesis of the research about the qualities and practices of highly effective schools. The representative writing committees who were responsible for developing these statements carefully considered all of the input that was provided, and every effort was made to insure that these statements honor the spirit and ideals of the district community as a whole.

The Marietta City Schools mission statement describes a shared purpose in educating students:

## **Mission Statement**

***By pursuing world-class standards through high quality programs, the mission of Marietta City Schools is to inspire all students to achieve academic and personal excellence and become self-directed, life-long learners.***

To fulfill its mission, Marietta City Schools has also developed a positive, forward-reaching vision statement. This statement sets forth what stakeholders collectively envision as the ideal future for our district community:

## **Vision Statement**

***The vision of Marietta City Schools is to attain statewide recognition for outstanding student and staff performance and to be the school system of choice.***

Collective commitment, support, and active involvement from all community stakeholders will be essential for transforming this vision into a reality. Therefore, this vision statement provides a common set of ideal standards or goals that all community stakeholders should strive to achieve.

**Marietta City Schools envisions the ideal as the following:**

### **I. A curriculum that**

- a. Is aligned with Ohio’s Academic Content Standards
- b. Promotes passage of state assessments
- c. Emphasizes deep understanding of essential outcomes
- d. Is vertically and horizontally aligned, providing smooth, coherent transitions between grade levels and subject areas
- e. Offers high-quality, innovative, and engaging courses
- f. Develops life skills, which prepare students to be productive and responsible citizens
- g. Is research-based and includes current materials and adequate resources
- h. Develops students’ technology skills

## **II. Instruction that**

- a. Answers the four core questions of a Professional Learning Community (PLC):
  1. What specifically do students need to learn and be able to do?
  2. How will we know if they have learned it?
  3. How will we respond to students who don't learn it?
  4. How will we respond to students who are already proficient?
- b. Communicates to students the essential outcomes in each subject area and/or grade-level
- c. Continually responds to all students' academic needs identified by formative assessments
- d. Provides appropriate intervention and enrichment based on formative assessments
- e. Is directed by best practices
- f. Is data-driven and research-based
- g. Is rigorous, relevant, and stimulating
- h. Accommodates a variety of learning styles
- i. Integrates appropriate technology

## **III. Assessments that**

- a. Are commonly developed, administered, and analyzed
- b. Measure achievement of the essential outcomes in each content area and/or grade level
- c. Are formative and summative
- d. Reflect the format of state assessments
- e. Insure academic equity by reflecting commonly shared grading criteria
- f. Encourage student self-assessment and reflection

## **IV. A staff or faculty member who**

- a. Promotes, honors, and protects the district vision, mission, commitments, and goals
- b. Addresses the four core questions of a PLC
- c. Is a team player who regularly collaborates with colleagues
- d. Believes all students can learn
- e. Demonstrates a commitment to the academic and personal success of all students
- f. Recognizes and commends students for their efforts and progress
- g. Is driven by a common purpose and shared ideals
- h. Is highly professional and acts as a role model for students and peers
- i. Is highly-qualified and demonstrates a strong work ethic
- j. Communicates and interacts with others in a respectful, caring, honest, and friendly manner
- k. Is a life-long learner who seeks continuous self-improvement through professional growth opportunities
- l. Is strongly committed to personal attendance and punctuality
- m. Supports shared leadership responsibilities for all stakeholders
- n. Is creative, positive, actively involved, flexible, self-motivated, willing to change, and open to new ideas

## **V. A student who**

- a. Strives for personal and academic excellence
- b. Demonstrates a strong work ethic toward academics by producing high-quality, in-school assignments and homework
- c. Demonstrates positive character and leadership by accepting responsibility for his or her learning, decisions, and behavior
- d. Is self-directed, sets goals, self-assesses, and reflects on his or her own progress
- e. Demonstrates respectful behavior toward faculty, staff, and peers
- f. Is conscientious and displays a positive, cooperative attitude and age-appropriate maturity
- g. Shows pride in his or her school
- h. Attends school regularly
- i. Is actively involved in school activities
- j. Fulfills all graduation requirements
- k. Honors and values the district vision, mission, commitments, and goals

## **VI. Leadership that**

- a. Promotes, honors, and protects the district vision, mission, commitments, and goals
- b. Regularly collaborates with all stakeholders
- c. Uses data to set goals and determine a course of action
- d. Communicates effectively and listens well
- e. Provides the structures, resources, and data needed for teachers to be successful
- f. Practices fair treatment of staff and students
- g. Is supportive and respectful in interactions with all stakeholders
- h. Manages student behavior in a firm, fair, and consistent manner
- i. Recognizes problems and facilitates solutions
- j. Is personable and compassionate
- k. Maintains high expectations for self and others
- l. Values and accepts input from staff, students, and parents
- m. Acts as an exemplary role model to inspire the best in others
- n. Is passionate and persistent
- o. Recognizes and commends staff for their dedication and commitment
- p. Is visible and accessible
- q. Is strongly committed to personal attendance and punctuality
- r. Is introspective, self-assesses, and uses goals and indicators for reflection
- s. Is a life-long learner who continues self-improvement through professional growth opportunities
- t. Encourages and distributes leadership responsibilities among all stakeholders

**VII. A learning culture and school climate that**

- a. Promotes, honors, and protects the district vision, mission, commitments, and goals
- b. Promotes a social environment that is emotionally and physically safe, respectful, personable, orderly, inviting, child-centered, and user-friendly
- c. Insures success for all students by providing extra time and support
- d. Provides regularly occurring collaboration embedded within the school day that focuses on instruction, best practices, data, and responds to the four core questions of a PLC
- e. Cultivates both personal and academic excellence for all students
- f. Promotes the formation of character, conscience, leadership, and responsibility for all students
- g. Maintains high expectations for student achievement
- h. Provides a physical environment that is attractive and clean
- i. Provides for a manageable student/teacher ratio
- j. Provides clear guidelines and expectations for appropriate behavior
- k. Implements firm, fair and consistent disciplinary measures
- l. Includes new facilities, up-to-date equipment and resources
- m. Insures smooth transitions between grade-levels and other schools in the district
- n. Respects instructional time and limits interruptions
- o. Results in being “a school system of choice”
- p. Creates community support
- q. Is focused on achieving results

**VIII. Parents, families, and community members who**

- a. Promote, honor, and protect the district vision, mission, commitments, and goals
- b. Promote the formation of character, conscience, leadership, and responsibility for all students
- c. Frequently communicate and collaborate with schools
- d. Are actively involved in their child’s education by monitoring student progress, insuring regular attendance, attending conferences, and providing basic needs
- e. Are actively involved in school activities
- f. Value education and support the schools’ efforts
- g. Participate as “Partners in Education”
- h. Support the schools so that they may thrive, which in turn helps the community thrive
- i. Model appropriate behavior and act as positive role models for students