
SCHOOL DEPARTMENT MISSION, VISION, CORE VALUES AND CORE COMPETENCIES

The Bangor School Department establishes this policy to guide its strategic planning.

Mission: The Bangor School Department will offer high quality instruction and comprehensive programs to provide academic excellence for all students.

Vision: A high quality education is attainable by all of our students who will receive the encouragement and opportunities to develop the knowledge, skills, and attitudes that prepare them for citizenship in a global society.

Core Values: These beliefs serve the primary value of high academic achievement and guide the work of the schools:

1. **Accelerated learning at all levels.** Each student must be assessed and instructed to stretch beyond their proximal zone of development such that learning accelerates and compounds over their time in our schools.
2. **Professional excellence.** Professional excellence directly relates to continual creativity, energy, persistence, intellectual interest in learning, and personal concern for every student's achievement.
3. **Continuous self-evaluation and self-improvement.** Data-driven monitoring of professional effectiveness and student results allows the organization to respond to the needs of the students and the educational changes that impact the work of our schools.
4. **Diversity of programs for a diversity of learners.** The diversity of the educational community is reflected in dynamic academic, co-curricular and extracurricular programs designed to maximize the participation of students from many different backgrounds.
5. **Respect and care for others.** Mutual respect develops through positive relationships among faculty, students, parents and the community through a shared appreciation for the efforts that each makes in support of the schools' mission.
6. **Safety and security of all.** A prevailing sense of responsibility, order and civility ensure that teaching and learning can occur unencumbered by concerns for personal welfare.
7. **Well-maintained school facilities.** School facilities that are maintained in the best working order create a quality learning environment that motivates students and adults to make their best efforts.

Core Competencies: Actions undertaken by our schools to realize the Core Values.

1. **Build curriculum for knowledge acquisition, application, and understanding.**
A purposefully designed instructional program with vertically and horizontally articulated standards, benchmarks, and performance expectations immerses students in progressively challenging learning experiences and facilitates the monitoring and analysis of each student's academic progress, including high school graduation.



2. **Measure and evaluate student progress continuously.**

The development of valid, reliable, efficient and effective measures of student performance within the instructional program, combined with data-based profiling of individual student achievement, provide the organizational capacity to accelerate learning and to certify student achievement relative to local, state, and national standards.
3. **Instruct based on the needs of the specific learner.**

The reinforcement and acceleration of student learning and career / college aspiration are achieved through the development of individualized, achievement-oriented learning plans that link programs to student outcomes and that parallel the development of other system initiatives to engage nontraditional student populations.
4. **Manage for the best use of resources.**

Allocating resources for sustained academic excellence is made possible through the consideration of long-term trends, through the assessment of the organization's professional and physical plant capacity / needs, through the research into effective school programs and practices, and through effective resource management.
5. **Develop responsible and respectful behavior.**

Clearly articulated expectations for interpersonal behavior reinforced and vitalized through curricular, co-curricular, extracurricular and professional learning experiences affirm and guide the organization's efforts to develop respectful, compassionate citizens who understand and value the world's increasingly connected diversity.
6. **Expand opportunities for co-curricular and extracurricular participation.**

Recognizing that stronger connections to school, healthier bodies, and improved achievement-readiness directly contribute to its mission, the organization diversifies its extracurricular, co-curricular, and intramural programs to maximize their reach and impact across the student population.
7. **Provide opportunities for professional growth closely aligned to personnel and department goals.**

Teacher induction, development and retention are best achieved through the thoughtful, articulated alignment of organizational needs with high quality professional growth opportunities locally (peer-to-peer collaboration and sharing within and across the schools), regionally (networking with neighboring schools and organizations, including post-secondary institutions), and statewide.
8. **Protect the instructional process and its participants.**

Time is a valuable commodity of the schools (as noted in the Effective School research copyrighted in 1996 by the Association for Effective Schools) warranting close, consistent evaluation of all requests for information or participation based on their value to the academic mission of the schools and their contribution to instruction.
9. **Develop community support for schools and family involvement in student life.**

High performing schools communicate effectively with parents, community members, and other organizations to enlist their assistance and support for the School Department's mission of offering high quality instruction and comprehensive programs to provide academic excellence for all.



10. Integrate information technology into the educational process.

The evolving ability to judge the most effective and efficient role of technology to engage, instruct, assess, and monitor the progress of students is critical both to enhancing awareness and curiosity about a shrinking world and to equipping students with the practical skills and intellectual orientation to experience it virtually and in person.

The Superintendent of Schools is responsible for establishing both long-term Department goals as reflected in **Policy ADA School System Goals** and annual school goals through leadership of the School Core Competency (SCC) planning process.

Reference: Policy ADA School System Goals

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