

# Bath Community Schools Mission

**Empowering, Expecting, and Encouraging all Students to Achieve Excellence.**

## Bath Community Schools Vision District Planning

Component	What it would look like...	Strategies	People Responsible
There is a 3-5 year plan for the district.	<ul style="list-style-type: none"> <li>○ The plan outlines anticipated staffing, enrollment numbers, class offerings, initiatives, and adjustments for programming.</li> </ul>	Student enrollment is anticipated prior to May.	
Initiatives and programs are intentionally selected.	<ul style="list-style-type: none"> <li>○ Initiatives are proactive.</li> <li>○ Teachers and administrators work together to anticipate needed resources and programs.</li> <li>○ Current initiatives/programs are reviewed and evaluated annually for effectiveness.</li> <li>○ Poor initiatives/programs are adjusted or eliminated.</li> <li>○ There is a process to examine new initiatives/programs before adoption and implementation. Duration of the commitment is determined before adoption.</li> <li>○ Staff are committed to and trained to implement initiatives/programs with fidelity.</li> </ul>	<p>Yearly analysis of student achievement and behavior data to identify trends.</p> <p>Collaborating with other districts.</p> <p>Utilizing county support.</p>	Administration, teacher leaders, and DLT
The district staffing process strategically places personnel to meet student needs.	<ul style="list-style-type: none"> <li>○ Administrators have identified each staff members' area of expertise in terms of content and student achievement.</li> <li>○ Teacher assignments are based on content knowledge, qualifications, and</li> </ul>	<p>Yearly analysis of student achievement by teacher.</p> <p>Identify critical student needs before recruiting and</p>	Administrators, teacher leaders, and DLT

	student needs.	interviewing.	
Budget, personnel and program recommendations are based on District Leadership Team input.	<ul style="list-style-type: none"> <li>○ There is an annual review of district staffing decisions.</li> <li>○ Budget projections are presented on an annual basis.</li> <li>○ Program decisions are reviewed prior to adoption/implementation.</li> </ul>	<p>Evaluation process</p> <p>Administrators and other staff work together to build schedules.</p> <p>District Leadership Team meets on a regular basis.</p>	DLT
There is an established curriculum cycle.	<ul style="list-style-type: none"> <li>○ There is an annual review of all curricular areas to identify areas of concern.</li> <li>○ There is an in-depth analysis of each content area every five years.</li> </ul>	<p>Curriculum review:</p> <ul style="list-style-type: none"> <li>▪ Alignment of curriculum to standards</li> </ul>	Subcommittee of DLT

## Bath Community Schools Vision Student Achievement

Component	What it would look like...	Strategies	People Responsible
Teachers and administrators know each student's level of proficiency on critical content standards at the beginning of the year.	<ul style="list-style-type: none"> <li>○ Teachers administer common pre-assessments in September.</li> <li>○ Students take a district-wide common assessment.</li> </ul>		
Teachers and administrators review assessment data.	<ul style="list-style-type: none"> <li>○ An established process is in place to allow teams to review assessment data multiple times throughout the year.</li> <li>○ Data from multiple sources is easily accessible to teachers and administrators.</li> </ul>		
There is an intentional, purposeful use of formative assessments.	<ul style="list-style-type: none"> <li>○ Teachers use formative assessment data to make daily instructional decisions, including differentiating instruction, providing extension opportunities, and providing intervention supports.</li> <li>○ Teachers employ multiple methods for gathering formative assessment data.</li> </ul>	Training on different types of formative assessment: <ul style="list-style-type: none"> <li>▪ Exit tickets</li> <li>▪ Warm-ups</li> <li>▪ Quizzes</li> <li>▪ Thumbs up/down</li> <li>▪ Fist to 5</li> <li>▪ Classroom observation</li> <li>▪ Workshop model</li> <li>▪ Illuminate</li> <li>▪ Examview</li> <li>▪ CPS clickers</li> </ul>	
Summative assessments are used to accurately determine each student's level of understanding.	<ul style="list-style-type: none"> <li>○ Summative assessments are based on content standards and identified learning targets.</li> <li>○ Sound assessment practices and items being used to determine student understanding.</li> <li>○ Consistent summative assessments are used in the same content classes.</li> <li>○ A variety of assessments are used to determine student growth: whole school screening, benchmark assessments,</li> </ul>		

	progress monitoring, pre/post-tests.		
Behavior data is used to support student achievement.	<ul style="list-style-type: none"> <li>○ SWIS/Powerschool data is used in development of BIP/FBA.</li> <li>○ Student behavior data is used to modify school culture and environment.</li> <li>○ Student behavior data is used to identify ways to meet the individual student needs.</li> </ul>		
There is an established curriculum for all content areas and grades.	<ul style="list-style-type: none"> <li>○ Curriculum is standards-based and aligned vertically.</li> <li>○ Curriculum is challenging for all students and provides opportunities for differentiation.</li> <li>○ Curriculum incorporates real-life applications and connects to college and career goals.</li> <li>○ Curriculum provides a clear purpose for learning.</li> </ul>	Career exploration beginning in elementary school.	
A variety of instructional methods are used in the classroom.	<ul style="list-style-type: none"> <li>○ Teachers tailor instruction to address multiple student needs and learning styles.</li> <li>○ Teachers differentiate tasks based upon student needs.</li> </ul>	Teachers are trained in using different instructional methods: <ul style="list-style-type: none"> <li>▪ Brain research</li> <li>▪ Learning theory</li> <li>▪ Real-life application</li> </ul>	
Students take ownership of their learning.	<ul style="list-style-type: none"> <li>○ Students facilitate their own learning.</li> <li>○ Teachers and students use inquiry-based learning.</li> <li>○ Students hold each other accountable for achievement.</li> </ul>	Students are trained in...	
Transition supports are in place to assist students.	<ul style="list-style-type: none"> <li>○ Students in each building have access to a variety of opportunities to expand their educational experience.</li> <li>○ New students in each building (kindergarten, 6<sup>th</sup> grade, and 9<sup>th</sup> grade) have access to support systems to assist with transitioning to a new environment.</li> <li>○ Each grade has an identified plan to prepare students for transitioning to the next grade level.</li> <li>○ Student discipline referral rates decline and academic productivity and achievement increases.</li> </ul>	Each building has a variety of educational supports: <ul style="list-style-type: none"> <li>▪ Special education services</li> <li>▪ Work force opportunities</li> <li>▪ On the job training</li> <li>▪ Vocational programs</li> <li>▪ Gifted and talented</li> </ul>	

## Bath Community Schools Vision Professional Learning

Component	What it would look like...	Strategies	People Responsible
Professional development is viewed as a critical element in improving teacher effectiveness and student achievement.	<ul style="list-style-type: none"> <li>○ Professional development is focused on meeting student needs, increasing classroom achievement, and improving instructional design.</li> <li>○ Professional development should address school and district improvement goals.</li> </ul>	<p>Ongoing training in effective use of data to guide instruction is provided for teachers and administrators.</p> <p>Training in effective use of data moves past analysis and into action within the classroom.</p>	
Teachers are continuous learners and masters of their content and pedagogy.	<ul style="list-style-type: none"> <li>○ Teachers complete coursework and/or professional development in their content area(s).</li> <li>○ Struggling teachers seek out strong teachers to improve weaknesses.</li> </ul>	<p>Professional development topics:</p> <ul style="list-style-type: none"> <li>▪ Racial sensitivity training</li> <li>▪ SES sensitivity training</li> </ul> <p>District wide PD before school for consistent use of data throughout the district.</p>	
Peer observations are a critical part of professional learning.	<ul style="list-style-type: none"> <li>○ Teachers share constructive observations with colleagues, noting areas of strengths and weaknesses.</li> <li>○ Teachers share strategies for helping improve student learning and classroom management.</li> </ul>		
New teachers and other teachers needing support are provided a highly qualified peer mentor.	<ul style="list-style-type: none"> <li>○ Mentors serve as coaches, assisting mentees with identifying areas of weakness and developing action plans to strengthen these areas.</li> <li>○ Mentors work collaboratively with administrators to provide support.</li> <li>○ Mentors meet with mentees on a monthly basis.</li> <li>○ Mentors provide resources to assist mentees in addressing areas of weakness.</li> </ul>	<p>An established mentor handbook provides guidance for the peer mentor, mentee, and administrator.</p>	

	<ul style="list-style-type: none"> <li>○ Mentors assist in improving work relationships.</li> </ul>		
Teachers use informal settings to communicate ideas.	<ul style="list-style-type: none"> <li>○ Teachers informally discuss school procedures and activities while sharing ideas in the lounge, in classrooms during non-teaching time, etc., in a professional and positive manner.</li> </ul>	Positive lounge talk	
Teachers have opportunities to be in leadership positions in the school community.	<ul style="list-style-type: none"> <li>○ Strong teachers seek out opportunities to help struggling teachers improve areas of weakness.</li> <li>○ Teacher leaders lead department meetings, curriculum meetings, professional development, training, do additional information gathering and sharing to support other teachers.</li> </ul>		

## Bath Community Schools Vision Technology

Component	What it would look like...	Strategies	People Responsible
<p>Students have access to different types of technology (software &amp; hardware).</p>	<ul style="list-style-type: none"> <li>○ There are multiple operating systems on a variety machines.</li> <li>○ Students and staff use cloud computing and published software.</li> <li>○ Mobile devices and computing stations are utilized in the classroom.</li> <li>○ There is a plan that determines the types of devices and tools that should be used in different levels.</li> </ul>	<p>Documentation of the numbers and types of devices in each building is updated regularly.</p> <p>Teachers and administrators receive training on how to use each device to support learning and instruction.</p> <p>Teachers attend technology-related professional development.</p> <p>Establish a process for sharing professional development with other teachers and administrators.</p> <p>Establish a plan for determining the types of technology (hardware, software) that should be purchased, ensuring diversity in devices.</p>	
<p>Technology is used in a responsible and professional manner.</p>	<ul style="list-style-type: none"> <li>○ Students use technology as a way to enhance their ability to demonstrate learning.</li> <li>○ Students use technology as a way to access higher level tasks.</li> <li>○ Students can bring personal devices to use in the school to support learning.</li> <li>○ Technology is used for learning and as a productivity tool.</li> </ul>	<p>Policy for bringing your own device</p> <p>Teaching tech etiquette in curriculum</p>	

<p>Blended learning opportunities exist for students in all levels of education.</p>	<ul style="list-style-type: none"> <li>○ Teachers have elements of blended learning in their classes.</li> <li>○ Students have access to needed technology outside of school hours for blended learning courses.</li> <li>○ There is time within the school day for extra access to technology so that students can complete learning tasks and expand learning opportunities.</li> <li>○ Students have access to blended learning courses and online courses.</li> </ul>	<p>Teachers receive necessary training to create blended learning opportunities and online courses.</p>	
<p>Infrastructure is reliable and allows for easy changes in technology.</p>	<ul style="list-style-type: none"> <li>○ Internet and network connectivity is reliable and runs at an acceptable speed.</li> </ul>	<p>Analyze current infrastructure Establish budget for increased infrastructure</p>	<p>Doug Murphy DLT</p>



## Bath Community Schools Vision Community Partnerships

Component	What it would look like...	Strategies	People Responsible
<p>There is effective and frequent parent communication.</p>	<ul style="list-style-type: none"> <li>○ Teachers and administrators communicate information about individual academic achievement and behavior in a timely manner.</li> <li>○ Staff communicates updates on academic events and classes/subjects, including assignments, tests, projects, deadlines, content, etc.</li> <li>○ Communication occurs in a variety of ways and locations, yet information is easy to locate/access.</li> <li>○ Parents actively access available information in a timely manner in a way that is most beneficial to them.</li> </ul>	<p>Teachers and administrators utilize a variety of modes of communication:</p> <ul style="list-style-type: none"> <li>▪ Email</li> <li>▪ PowerAnnounce</li> <li>▪ Newsletters</li> <li>▪ Texting</li> <li>▪ Website</li> <li>▪ Common universal link for lesson plans</li> </ul> <p>Communication occurs in a variety of locations:</p> <ul style="list-style-type: none"> <li>▪ Businesses</li> <li>▪ Library</li> <li>▪ American Legion</li> </ul> <p>Teachers and administrators make a designated number parent contacts.</p> <p>Parents are taught how to access academic information, classroom updates, school events, etc.</p>	
<p>Parents are involved in school academic events.</p>	<ul style="list-style-type: none"> <li>○ Parents attend academic-based functions (such as literacy night, orientation, open house, conferences, financial aid night, science fair, etc.).</li> <li>○ Parents volunteer to enhance student learning, assist with teacher tasks, do additional tutoring, and assist in coordinating volunteers.</li> </ul>	<p>Multiple personal contacts</p>	

<p>There are a number of higher education partnerships.</p>	<ul style="list-style-type: none"> <li>○ There are academic and behavior supports for students utilizing post-secondary resources.</li> <li>○ Students have access to academic opportunities at the post-secondary level.</li> <li>○ Teachers work with student teachers.</li> </ul>	<p>Academic and behavior supports:</p> <ul style="list-style-type: none"> <li>▪ Enrichment or intervention support in after school programs</li> <li>▪ MSU Extension Mentoring Program</li> </ul> <p>Academic programs:</p> <ul style="list-style-type: none"> <li>▪ Dual enrollment opportunities</li> <li>▪ Professor/Student demonstrations and visits</li> <li>▪ STEM Programs</li> </ul> <p>Teachers support teacher training:</p> <ul style="list-style-type: none"> <li>▪ Pre-interns</li> <li>▪ Student-teachers</li> </ul>	
<p>The business community is involved in the school community.</p>	<ul style="list-style-type: none"> <li>○ The business community supports the school with advertising, providing services/donations, etc.</li> <li>○ The business community works with, recruits, and supports students academically.</li> </ul>	<p>Student involvement:</p> <ul style="list-style-type: none"> <li>▪ Senior interviews</li> <li>▪ Job shadows</li> <li>▪ Career talks</li> <li>▪ Internships</li> <li>▪ Hiring students</li> <li>▪ Field trips</li> <li>▪ Guest speakers</li> </ul>	
<p>The retired community is involved in the school community.</p>	<ul style="list-style-type: none"> <li>○ Retired community members serve as volunteers to enhance student learning, assist with teacher task, do additional tutoring, assist in coordinating volunteers.</li> </ul>		