

Mission-Goals-Objectives

Goals and Objectives

Educational Goals

The Marlborough Board of Education has approved the following goal statements in order to direct the planning, operation, and evaluation of the educational programs under its jurisdiction.

Goal Statements

1. Goal One - Motivation to Learn

To realize their potential to learn, students must be highly motivated and challenged by high expectations. Therefore, the students will:

- A. Develop good study skills and work habits.
- B. Achieve to the best of their abilities and talents.
- C. Develop positive feelings of self-worth and confidence.
- D. Develop their intrinsic curiosity toward knowledge in order to stimulate and nurture a desire for life-long learning.

2. Goal Two - Mastery of the Basic Skills

Proficiency in the basic skills is essential for acquiring knowledge and for success in our society. Therefore, the students will:

- A. Read with understanding.
- B. Communicate effectively, through speaking and listening.
- C. Write in a coherent and grammatically correct manner.
- D. Demonstrate a mastery of fundamental mathematical functions, concepts and applications.
- E. Demonstrate a mastery of fundamental scientific concepts.
- F. Demonstrate effective problem solving and higher order thinking skills.
- G. Demonstrate the ability to use technological tools to gather data, solve a problem and increase personal/group productivity.

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Goals and Objectives (continued)

3. Goal Three - Acquisition of Knowledge

Acquiring knowledge is essential and leads to fuller realization of individual potential and contributes to responsible citizenship. Skills and competencies cannot be ends in themselves. Students must explore the curriculum in the context of larger issues. Connections must be made among key concepts within a diversity of contexts. Schools must, therefore, accept responsibility for leading students through a body of knowledge and its applications, investigating real problems and developing solutions. Therefore, the students will:

- A. Acquire an essential knowledge of literature, the natural sciences, and the social sciences.
- B. Apply the principles of mathematics to complete educational, consumer and job-related tasks.
- C. Develop skills and interest in the creative and performing arts.
- D. Apply knowledge from different disciplines into a larger scheme in solving real problems.
- E. Acquire skills in identifying, organizing, planning and allocating essentials such as time, cost, materials and resources.
- F. Demonstrate an understanding and appreciation of values and achievements of world cultures and the role of these cultures in an interdependent world.

4. Goal Four - Competence in Life Skills

Children are challenged to function successfully in multiple roles as citizens, family members, students, producers, and consumers. Therefore, the students will:

- A. Develop an identity that includes the concept of self-direction.
- B. Practice good citizenship and demonstrate involvement through volunteering.
- C. Develop the skills for getting along well with others.
- D. Develop the ability to deal with personal successes and failures.
- E. Develop the ability to deal with problems encountered in a changing society.
- F. Understand and apply the basic elements of proper nutrition and well being.
- G. Develop the ability and motivation to practice continuous health and physical fitness skills.
- H. Make informed choices.
- I. Demonstrate self control, dependability and accept responsibility for their own actions.

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Goals and Objectives (continued)

5. Goal Five - Understanding Society's Values

As responsible citizens, students will enrich their family, community and culture and create equal opportunity for all persons to participate in and derive the benefits of society. Therefore, the students will:

- A. Show respect for themselves and others by making informed moral judgments and ethical decisions.
- B. Respect people and appreciate their individuality and diversity in a pluralistic society.
- C. Invest in a global vision and further themselves and others with the achievement of common goals.
- D. Demonstrate an awareness, understanding and involvement in environmental issues.
- E. Work with others in a positive, honest and productive way, valuing and maximizing their contributions.
- F. View themselves as invested and socially responsible members of classroom, school, local and global communities.

6. Goal Six – Career Placement

- A. To enable students to meet their academic, personal, social, emotional, and vocational needs through guidance, counseling, and special services.
- B. To equip students with the knowledge and skills necessary to pursue the future of their choice and to prepare students to function effectively in various life roles.
- C. To provide students with a wide range of educational and vocational options to support a diversity of life choices.
- D. To provide a varied curriculum that meets the academic and career needs of all students.
- E. To have all students graduate ready for college or career.
- F. To provide support and opportunities necessary to ensure that all students are college and/or career ready.
- G. To develop and enhance quality educational/instructional programs to support all students in mastering essential skills and concepts by providing all students with the time, support, and instruction needed to meet their individual, academic and career goals.
- H. To relate career preparation to individual student interests, abilities and aptitudes.

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6. Goal Six – Career Placement (continued)

- I. To provide students with the ability to analyze career options based on personal interests, abilities, aptitudes, achievement and goals.
- J. To help students analyze how the change in roles of individuals in the workplace relate to new opportunities within career choices.
- K. To provide a well-balanced and appropriate curriculum to all students through which students will be prepared to succeed in a variety of postsecondary activities, including employment and/or enrollment in an institution of higher education.

7. Goal Seven – Social Emotional Learning

- A. To integrate the principles and practices of social-emotional learning into the District’s required professional development program pursuant to C.G.S. 10-148a.

Legal References: Connecticut General Statutes

10-4(c) Duties of boards. Reports. Comprehensive plan for elementary, secondary, vocational, career and adult education.

10-220(b) Duties of boards of education as amended by PA 19-58. (as amended by P.A. 21-46, Section 13)

P.A. 21-46 An Act Concerning Social Equity and the Health, Safety, and Education of Children.

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MARLBOROUGH PUBLIC SCHOOLS
Marlborough, Connecticut