

2018-2019 DISTRICT GOALS YEAR END REPORT

School Committee Presentation June 4, 2019

Four District-wide Strategic Goals

COHERENT, HIGHER ORDER THINKING CURRICULUM/STUDENT CENTERED INSTRUCTION

- Strengthen K-12 Non-fiction Literacy
- Increase Student Independence

EQUITY AND DIVERSITY: TEACHING ALL STUDENTS/ BUILDING COMMUNITY

- Close Achievement Gaps/ Deepen Cross Cultural Understanding
- Improve Conditions for Social and Emotional Learning
- Continue to Improve Students' Sense of Belonging and Outcomes through Inclusive Practices

COLLABORATIVE PROFESSIONAL CULTURE

- Shift Observation Focus from Teacher to Student
- Utilize Evaluation to Further Strategic Objectives

STRENGTHEN COMMUNICATION AND DEEPEN OUR COMMUNITY SUPPORT

- Increase Opportunities for Family and Community Engagement
- Commence Strategic Planning Process

IMPROVE NON-FICTION TEXT READING COMPREHENSION ABILITIES K-12

This year saw a concerted, coordinated effort to improve literacy instruction across all four schools.

Outputs: A
Outcomes: N/A

Sample actions:

- Provided PD targeted to literacy learning strategies
- Trained teachers and Implemented Lucy Caulkins in all three Lane School grades
- Implemented Keys to Literacy JGMS
- BHS study of disciplinary literacy and classroom implementation through teacher evaluation goals
- Created K-12 anchor standards for reading and writing focused on claim-evidence-reasoning
- Began work around common assessments
- Added 6-12 Reading PA to FY20 budget

Sample Student Achievements and Challenges:

- Need another year to compare/ Student Insights
- 5th Grade ELA MCAS highest in MA
- 6th Grade ELA/ Subgroups K-8

INCREASE STUDENT INDEPENDENCE

This year we added instructional strategies aimed at strengthening students' metacognition and educational independence

Outputs- B+
Outcomes- B

Sample actions:

- Framed improving students' literacy as a key to their intellectual independence
- Made significant progress in transforming learning expectations into "I Can" statements, and made initial progress in engaging students in collaboratively "unpacking them"
- Provided PD at Davis in inquiry based, integrated curriculum and instruction
- Made use of "growth mindset" language

Sample Student Achievements:

- An additional JGMS grade created portfolios
- Students participated in learning experiences centered around individual goal setting and reflection
- Sustained increase in # students - senior project
- Most 4th graders led their parent conferences

CONTINUE TO CLOSE ACHIEVEMENT GAPS AND DEEPEN CROSS-CULTURAL UNDERSTANDING

Ongoing work this year was buoyed by successes and deepened in response to recognized shortcomings-recognized need to provide more opportunities for student voice and peer to peer cross cultural learning

Sample actions:

- Implemented Interracial Parent Advisory Com.
- 8th Year of HS Tenacity, 3rd Year of MS Tenacity Challenge, 4th year of Calculus Project, 10th of EXCEL, and 17th of Women in Science
- Provided multiple PD courses workshops given by teachers, administrators and students
- Examined what it means to be a METCO district
- New: letters to community, 8th Grade Affinity Group
- Coalesced ELL Dept- Hired ELL PA, Adult learning
- Leadership team read *Culturally Responsive Teaching and the Brain* and provided copies to all faculty for study next year
- Equity and Diversity Committee crafted Equity Audit survey (with IPAC) for the fall
- Made recruiting trips to Historically Black Colleges and diversified administrative positions from within

CONTINUE TO CLOSE ACHIEVEMENT GAPS AND DEEPEN CROSS-CULTURAL UNDERSTANDING

Ongoing work this year was buoyed by successes and deepened in response to recognized shortcomings

Outputs- B
Outcomes- B

Sample student achievements included:

- Bedford HS team won 3rd place out of 34 teams at Tenacity
- Significantly increased number of African-American and Latinx students in High Honors and AP

Changes in METCO and African-American and Latino Participation in High Honors and AP							
	Students	Advanced# H, HH, AP	Advanced% H, HH, AP	AP#	AP%	HH#	HH%
2018-19							
Metco	33	28	85%	4	12%	9	27%
AA & Hispanic	144	108	75%	17	12%	40	28%
Advanced Classes w/ AAC Support - Metco		21	75%	4	100%	6	67%
Advanced Classes w/AAC Support - AA & Hispanic		42	39%	7	41%	10	25%
2011-12							
Metco	36	27	75%	0	0%	1	3%
AA & Hispanic	104	71	68%	1	1%	5	5%
Advanced Classes w/ AAC Support - Metco		11	41%	0	0%	1	100%
Advanced Classes w/AAC Support - AA & Hispanic		13	18%	0	0%	3	60%

- Revels, Increased examples of student leadership (SC, Challenge Success, etc.),

Continued challenges

- Subgroup Scores/ More in-class opportunities for peer to peer cross cultural learning

INCREASE ATTENTION TO, AND SUPPORT FOR, STUDENTS' SOCIAL AND EMOTIONAL GROWTH AND RELATED ACADEMIC PROGRESS

Outputs- A
Outcomes- N/A

Sample actions:

- Established K-12 Counseling Department and hired K-12 Director/ budgeted for additional Davis adjustment counselor for FY20 - Added director to district leadership team
 - Social Emotional Curriculum
 - Suicide Prevention
 - Family education, provider roundtable, grant
 - Data collection and analysis
- Hired social worker clinician as Asst METCO Dir.
- Expanded lunch groups and added grief group
- Addressed wide range of student needs, behavioral supports and crisis interventions
- Provided clinical supervision (Special and Reg Ed)
- Implemented Challenge Success first year at BHS
- Refined or redesigned student support protocols and team processes
- Continued HEART implementation at JGMS

IMPROVE STUDENTS' SENSE OF BELONGING, EMOTIONAL WELL-BEING AND ACADEMIC OUTCOMES THROUGH INCLUSIVE INSTRUCTIONAL PRACTICES

Outputs- A-
Outcomes- N/A

Sample actions:

- Reviewed and made adjustments to year three of special education/regular education team teaching
- Created reading partnerships at JGMS (reading teacher/social studies or science teacher)
- Prepared for transition of integrated pre-school and CASE classrooms to Davis School
- Hired K-5 Director of Student Achievement with expertise in social-emotional learning and academic progress- data analysis and coaching
- Trained teachers and implemented Responsive Classroom at Lane and studied process for next year's implementation at Davis

Student achievement examples:

- Continuing to do data analysis but baseline challenges due to MCAS/PARCC/MCAS 2.0 shifts
- Anecdotal evidence is compelling

**SHIFT
SUPERVISION AND
EVALUATION
OBSERVATION
FOCUS FROM
TEACHER TO
STUDENT**

**UTILIZE
SUPERVISION AND
EVALUATION TO
ADVANCE
STRATEGIC
OBJECTIVES**

Sample actions:

- Contracted with evaluation consultant
- All evaluators engaged in a series of workshops led by Assistant Superintendent Sallee
- Evaluation steering committee revised the process for pre-professional status teachers

Sample actions:

- Significant number of teachers constructed student learning objectives and professional practice objectives related to:
 - Literacy instruction
 - Metacognition, student reflection, independence and ownership of their learning
 - Family engagement

UTILIZE SUPERVISION AND EVALUATION TO ADVANCE STRATEGIC OBJECTIVES

Outputs- A-
Outcomes- A-

Sample student learning goal.

Students will develop self-reflection skills so that they become more invested in and take more ownership over their own learning.

Students will move from the descriptive level of reflection toward the meta-cognitive level by showing growth in two out of the three categories on a rubric we develop and administer twice a year.

Students reflection may take the form of written checklists, short written answers, letters, and/or oral discussions with peers/teachers. We will work as a group to share and develop reflection templates across the curriculum, that will show student growth throughout the year.

Sample professional practice goal:

To develop a class website to foster family engagement in their child's learning process. Share student work through regular postings of student work (narrative, as well as pictures).

Encourage parents to continue discussions about this work at home through questions posed on website or accompanying cover emails when site is updated. A survey will be provided to families at the end of the school year to ascertain how or if the website was helpful to them and their involvement in their child's learning.

INCREASE OPPORTUNITIES FOR COMMUNITY AND FAMILY ENGAGEMENT

Outputs- A-
Outcomes- A-

Sample actions:

- Widespread use of blogs and various forms of social media to promote school events, student achievements, etc.
- Student and faculty presentations at School Committee meetings
- Articles and letters to the community in local newspapers
- Teacher web pages and newsletters/sharing student work
- Interracial Parent Advisory Council
- Parents on numerous hiring/interview committees
- Parent surveys re: Challenge Success and Two-year Religious and Cultural Holidays Pilot
- Well attended forums on child raising topics
- Strategic Planning Process

Challenge: More consistent platform use

COMMENCE FIVE-YEAR STRATEGIC PLANNING PROCESS

Outputs- A
Outcomes- A

Sample actions:

- Planning committee researched processes and crafted an inclusive two-phase process:
 - Portrait of the Bedford Public Schools Graduate
 - Strategic Plan
- Invited parents and community members as well as faculty and high school students to participate in portrait creation process
- Shifted to a fall series of inclusive stakeholder meetings timed to optimize participation
- Held kick-off full day event with 18 parents and community members, 8 students and 10 BPS educators- and solicited feedback on the process