



Bedford Public Schools

97 McMahon Road

Bedfordps.org

Superintendent's Goals

Memorandum

To: Bedford School Committee
From: Philip Conrad, Superintendent of Schools, Bedford Public Schools
Re: Superintendent's Goals for 2021 - 2022
Original Date: October 12, 2021

**Upon the subject of education ...
I can only say that I view it
as the most important subject
which we as a people may be engaged in.**

Abraham Lincoln (March 9, 1832)

As I begin year two as superintendent of the Bedford Public Schools I do so with the same singular goal that has stirred me through my career, to improve the future for each student. I continue to strive to meet this challenge while acknowledging my profound disappointment that we remain in the grasp of a continuing global pandemic. The COVID-19 pandemic is still with us as we discuss mask-wearing and vaccination rates. We have made progress in combating the virus but we have not broken free of it just yet.

All the while, we as educators, families, and students continue to adapt to an ever-changing situation. The course of the virus will again, play an important role in what we are able to accomplish for our students this school year.

In this plan, I articulate four goals. A professional practice goal, a student learning goal, and two district improvement goals. The achievement of these goals will ensure that our district operates with caring competence. We will treat everyone; students, parents, caregivers, teachers, staff members, and community partners with dignity and respect.

I will continue to be transparent in decision-making, engage in collaboration, and remain responsive to the needs of our school community. I will continue to use the Friday Letter as a

means of reaching the entire district on a weekly basis so that I can provide timely, accurate data to support decision-making and help secure the district's future and long-range planning in partnership with other town officials and the community at large. Through these actions, I will continue to maintain the broad support that exists for our high-quality education system, which is the pride of our community.

I will continue to participate in year two of the New Superintendent Induction Program (NSIP). The program was launched in 2010 by the Department of Elementary and Secondary Education (DESE) and Massachusetts Association School Superintendents (MASS) in collaboration with the Massachusetts Association of School Committees (MASC). The three-year-long induction program will support me in my role as superintendent. It is designed to improve my ability to be an effective instructional leader, to build strong and meaningful relationships with the school committee, the teachers association, municipal leaders, as well as to develop a high-functioning leadership team of district administrators, principals, assistant principals, directors, program administrators, and program directors. In NISP, I will be supported to work with key stakeholders.

Professional Practice Goal

PPG GOAL 1: During the 2021-2022 school year, I will participate in the second year of the three-year New Superintendent Induction Program (NSIP) launched in 2010 by the Department of Elementary and Secondary Education (DESE) and Massachusetts Association School Superintendents (MASS) in collaboration with the Massachusetts Association of School Committees (MASC). The three-year-long induction program will support me in my role as a new superintendent. It is designed to improve my ability to be an effective instructional leader, to build strong and meaningful relationships with the school committee, the teachers association, municipal leaders, as well as to develop a high-functioning leadership team of district administrators, principals, assistant principals, directors, program administrators, and program directors. In NISP, I will be supported to spend this year working with key stakeholders.

Key Actions *with steps taken to date*

1. Attend content sessions, group, and individual coaching sessions and participate in all round tables including (EDCO, MVSA, MASS, and DESE) as well as an executive leadership group facilitated by Future Management Solutions (FMS)
2. Complete all readings, participate in discussions and complete all writing assignments
3. Consult with my coach and NSIP program leaders on a regular basis and as needed
4. Consult with local area Superintendents including those in the LABBB, EDCO, and CASE collaboratives, the Merrimack Valley Superintendent's Round Table, as well as those local geographically or of similar size and with similar demographics and goals
5. Continue to hold meetings with key stakeholders to improve student learning

Student Learning Goal

SL GOAL 1: Throughout the 2021-2022 school year I will continue to support effective instructional practices throughout the district by engaging in regularly scheduled school visits, attending the Data Wise leadership group run by Assistant Superintendent Clifford, participating in the Bedford Instructional Leadership Course taught by Chris Olansen-Rilli from Research for Better Teaching (RBT) with other instructional leaders from the district, as well as leading the Instructional Leadership Group of the Bedford Public Schools.

Key Actions

1. Schedule school and classroom visit opportunities with and without the building principal
2. Communicate directly with teachers to secure invitations to classes held through our remote learning model and our one school model
3. Engage in professional development with our instructional leaders to develop more robust observation and evaluation skills through the Bedford Instructional Leadership Course taught by Chris Olansen-Rilli from Research for Better Teaching (RBT)
4. Establish and lead meetings of the Instructional Leadership Group of the Bedford Public Schools which will include all evaluators so that we can create a shared understanding of best practices in teaching and learning with evaluators to calibrate the level of practice to improve effective instructional practices throughout the district.
5. Implement the newly agreed-to adoption of the MASS DESE teacher evaluation system through the use of the DESE Rubrics <https://www.doe.mass.edu/edeval/rubrics/>
6. Provide opportunities for evaluators to develop a calibrated and articulated understanding of effective teaching and learning practices, a shared vocabulary best practices, and an understanding of the importance of having difficult conversations about teacher efficacy.

District Improvement Goals:

DI GOAL 1: To support the implementation of the district's literacy plan including the five (5) stated goals of Vision/Leadership and Communication, Assessment, Intervention Processes, Core Curriculum and Instruction, and Professional Development/Coaching. Additionally, I will continue to commit the resources needed to prioritize the teaching of literacy in all content areas and at all levels of our district. Work with administrators to keep the goal of literacy alive at all four schools through classroom observations, administrative goal setting, the analysis of student data, and the implementation of instructional strategies that support all learners.

Key Actions

1. Continue to actively support the implementation of the district's literacy plan
2. Develop individual goals with the leadership team that prioritizes the literacy plan
3. Communicate the importance of all students improving their reading and writing on the district, state, and nationally normed assessments
4. Use classroom visits to provide feedback to educators on
5. Develop a budget that supports the district literacy plan

6. Provide opportunities for the leadership team to develop a shared understanding of best practices in the areas of reading and writing
7. Monitor and evaluate the effectiveness of the grade six reading and writing classes
8. Use data from student assessments, an improved evaluation system, the district's instructional leadership, and family engagement to improve achievement for all students especially those in traditionally marginalized populations

DI GOAL 2:

To enhance the academic achievement, social-emotional learning, and understanding of diversity, equity, and inclusion for all students.

Key Actions:

Academic Achievement

1. Clarify to all educators the importance of developing and maintaining relationships with students and colleagues that respect and value the complete identity of each student.
2. Lead the district utilizing cultural responsive practices
3. Develop stronger transition plans between schools
4. Improve the academic performance of low performing and underperforming subgroups
5. Improve the academic opportunities for higher-performing students

Social-Emotional Learning

1. Support the newly hired PreK-12 Director of Counseling Support SEL
2. Support SEL at all levels including Responsive Classroom, Flex Blocks, Advisories, and RULER

Diversity, Equity, and Inclusion

1. Engage in conversations with a variety of stakeholders that are culturally sensitive about diversity, inclusion, and acceptance
2. Develop a plan for including a METCO and Hanscom community member to serve on the Bedford School Committee as an advisory member
3. Engage with the METCO and Hanscom communities as often as possible
4. Engage more deeply with all families especially those from traditionally marginalized communities
5. Collaborate with Bedford Embraces Diversity (BED), Parent Equity Council (PEC), and the Boston Bridges Initiative (BBI) to build a more equitable educational system
6. Develop and support the Bedford Equity Action Team (BEAT) initiative
7. Actively participate in the MVSA Round Table DEI Working Group

All

1. Expand the district's efforts to recruit, hire, and support a more diverse faculty and staff.
2. Expand programming with METCO students and families with faculty and staff
3. Lead and coordinate the development of a District Improvement Plan (DIP) that focuses on Academic Achievement, Social-Emotional Learning and Diversity, Equity, and Inclusion

Appendix A Books Read on topics of Leadership, Diversity, Social Emotional Learning, and Education

[illegible]

Appendix B: A partial list of seminars, webinars, and meetings attended regarding Leadership, Diversity, and Social-Emotional Learning,

[illegible]