



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
Updated: December 1, 2021
Updated: April 12, 2022

**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 throughout 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 the Massachusetts Association of 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, 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 the 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, 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)

To date I have attended all content sessions, group, and individual sessions. I have also had the pleasure of having my NSIP Coach attend the district level leadership team meeting, tour our schools, and provide feedback on problems of practice.

2. Complete all readings, participate in discussions and complete all writing assignments

This year's readings have included work to ensure diversity, equity, and inclusion in all aspects of the district.

3. Consult with my coach and NSIP program leaders on a regular basis and as needed
Throughout the school year I have met bi-monthly with my NSIP Coach weekly. These meetings have been an excellent opportunity for me to develop my thinking and see potential risks and rewards through a positive coaching model.

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.
I am grateful for the support I have received from local superintendents this school year. The local area superintendents have shared information, policies, procedures, and strategies with me. These meetings are formal and informal in large and small groups depending on the challenge.

5. Continue to hold meetings with key stakeholders to improve student learning
I continue to meet on a regular basis with school and community leaders to understand their concerns and challenges. This has been a wonderful opportunity to get to know the community amidst the COVID-19 pandemic.

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
To begin the year I created a schedule of school and classroom visits. The visits are tremendously important to my understanding of the culture and climate of each building and the classrooms therein.

2. Communicate directly with teachers to secure invitations to classes held through our remote learning model and our one school model
I have been invited and attended classes for regular and special events and attend as often as I can. I travel to classrooms with principals to see what is happening in the classroom in terms of teaching and learning. I have also visited classrooms with my NSIP Coach and building principals.

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)
I have attended all of the RBT Course sessions and used this information to have robust conversations about teaching and learning in our classrooms. I have had specific conversations with the leadership team, the district leadership team, and the PA/PD group.

continues to discuss the excellent information provided by Chris through the RBT course.

I think you've attended all of the sessions with Christina, and you've held meetings with leadership and the PA/PD group that specifically focus on teaching and learning and evaluation, i.e. the non-negotiables, and "The Big Rocks of Teaching"

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.

This action step is in progress and is proceeding slower than hoped. I have met with a number of our evaluators and plan to continue those conversations into the 2022-2023 school year.

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/>

This action step has been a joint effort with the leadership team members as we work to ensure a shared understanding of the system and the important aspects that have changed by adopting the DESE system.

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.

This action step happened and continues as the process of evaluations happens this school year.

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

This year I continue to work with Dr. Clifford to expand the implementation of the Literacy Plan within the district. Despite the continuation of the COVID-19 pandemic, we have made a great deal of progress on the literacy plan. Our data teams continue to meet regularly, our students have been taking the Track My Progress, DIBELS, and iReady (BHS) assessments and that assessment data have been used by teachers, teacher teams, grade-level teams, and

departments to improve student learning throughout the school year. We have also developed a data dashboard so that we can share this information with parents and caregivers.

2. Develop individual goals with the leadership team that prioritize the literacy plan
Each of the principals has a goal related to the literacy plan. Each is working to build the case for literacy work in their own building. At a recent professional development day, the fifth-grade team was working on literacy skills to improve every student's understanding thereby improving reading and writing.

3. Communicate the importance of all students improving their reading and writing on the district, state, and nationally normed assessments
I continue to communicate the importance of utilizing the literacy plan to improve reading and writing. I have done so in one-to-one meetings, in my weekly Friday letters, at school meetings, with parent groups, and at school committee meetings. We continue to monitor the first year of the sixth grade writing and reading program. The Literacy Committee continues to meet every six weeks, to review the progress on each of the action steps.

4. Use classroom visits to provide feedback to educators
During and after walk-throughs with and without principals I have encouraged teachers and thanked them for the work they have done with our students over these two years. I have also used the observations with principals to discuss district-wide, building-wide, departmental, grade-level, and team goals.

5. Develop a budget that supports the district literacy plan
The budget continues to support the literacy plan with additional teaching positions, continued and enhanced professional development opportunities, the data dashboard, and summer work for educators.

6. Provide opportunities for the leadership team to develop a shared understanding of best practices in the areas of reading and writing
Our leadership team has discussed the Literacy Goal on numerous occasions this year and we have as a group reviewed literacy data to understand what our data tells us about our student achievement and areas of potential growth.

7. Monitor and evaluate the effectiveness of the grade six reading and writing classes
With Dr. Clifford we have continued to support the sixth-grade literacy class initiative and continue to assist as the program gains a foothold in our school.

8. Use data from student assessments, and improved evaluation system, the district's instructional leadership, and family engagement to improve achievement for all students especially those in traditionally marginalized populations.
As a leadership team, we have discussed the importance of utilizing our classroom observations and the adopted Massachusetts Educator Evaluation System to assist all of our educators in improving achievement for all students especially those from traditionally marginalized populations https://www.doe.mass.edu/edeval/model/partiii_appxc.pdf

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 who respect and value the complete identity of each student.

This idea of building and maintaining relationships with students has become an important part of everything we do. We have emphasized the importance of relationships for students and teachers throughout the pandemic and as we return to in-person learning.

2. Lead the district utilizing culturally responsive practices

This has been an important and gratifying goal to work on. As a district, we continue to review our materials to be sure we provide windows and mirrors for students to see themselves in and provide opportunities for them to grow in their approach to others. We continue to review our curriculum materials and our teaching practices as well as our own unconscious biases. This work helps create learning environments where all students can succeed and be the best version of themselves.

3. Develop stronger transition plans between schools

The principals continue to work to strengthen all aspects of the transition for students and families between buildings and levels. Each transition is being reviewed and refined to assist in smoothing out the challenges of going to a new school especially from Lane to JGMS and JGMS to BHS.

4. Improve the academic performance of low performing and underperforming subgroups

Through the Literacy Plan, data collection and analysis, as well as targeted interventions we are improving teaching and learning for all students especially those students in low performing and underperforming subgroups. Through continued work with differentiated instruction, i.e. with professional development from RBT, and evaluation coaching with RBT, the differentiation within classrooms has become a focus and has improved overall our ability to address different learning needs, via math workshops, reading/writing workshops, etc.

5. Improve the academic opportunities for higher-performing students Social-Emotional Learning

To date no progress has been made on this item. As we continue to bring Mr. Eggelston up to speed in the district we have worked on a variety of items including Responsive Classroom, the Fly Five pilot, RULER at JGMS, and advisory at the high school. These programs support all students and we have yet to be able to delineate opportunities for higher-performing students' social-emotional learning.

1. Support the newly hired PreK-12 Director of Counseling Support SEL

I have met with Mr. Eggelston individually and in small group settings on a regular basis since he began with the district. He has been instrumental in assisting JGMS to implement RULER and Davis and Lane preparing for an SEL curriculum pilot in 2022-2023.

2. Support SEL at all levels including Responsive Classroom, Flex Blocks, Advisories, and RULER

I continue to advocate and ensure funding for all of the SEL initiatives throughout the district including those events that are held to support the social-emotional needs of our teachers and staff.

Diversity, Equity, and Inclusion

1. Engage in conversations with a variety of stakeholders that are culturally sensitive about diversity, inclusion, and acceptance

As a leadership team we have engaged in conversations about equity and inclusion since last summer when we had a presentation by Dr. Kalise Wornum. This has led to the creation of a DEI Coordinator Stipend, a draft DEI mission statement, the creation of BEAT (Bedford Equity Action Team), and celebratory resources for all staff and students as we celebrate Black History Month, Women's History Month, and many other culturally diverse recognition days.

2. Develop a plan for including a METCO and Hanscom community member to serve on the Bedford School Committee as an advisory member

This has been accomplished. In December 2021 the School Committee voted to add a non-voting representative from each community to the board.

3. Engage with the METCO and Hanscom communities as often as possible

We are in the process of accomplishing this goal. BPS administrators met with METCO families in the fall and the school committee will hold a meeting at METCO HQ in April 2022. The Hanscom community was surveyed to assess their desire for additional time to meet with BPS administrators. However, the families did not feel they needed additional time so no meeting was held. In May 2022 the school committee will hold a meeting on HAFB.

4. Engage more deeply with all families especially those from traditionally marginalized communities

To date limited progress has been made on this item. COVID-19 continued to be a barrier to in-person meetings until this spring. I will continue to work on this item as the pandemic wanes.

5. Collaborate with Bedford Embraces Diversity (BED), Parent Equity Council (PEC), and the Boston Bridges Initiative (BBI) to build a more equitable educational system

Throughout the year the district has worked with both BED and PDC to sponsor author events, A BHS event took place in March and an event will take place at Davis School later this spring. I have also made sure to announce each group's events in the Friday Letter so that they can garner the widest possible audience.

6. Develop and support the Bedford Equity Action Team (BEAT) initiative

Working with Akil Mondesir, the leadership team and BEAT have developed a mission statement around our work to make the Bedford Public Schools a more diverse, equitable, and inclusive place for all students, families, and staff. The mission statement will continue to be vetted this spring before being brought to the school committee for acceptance.

7. Actively participate in the MVSA Round Table DEI Working Group

Unfortunately, I was not able to continue working with this group as their meetings are held at the same time as our district leadership team meetings. I have however participated in the MASS REDI work that is being done statewide.

All

1. Expand the district's efforts to recruit, hire, and support a more diverse faculty and staff.

Working with our new Human Resources Coordinator and our 7th Grade Tenacity Challenge Team we have become members of the Massachusetts Partnership for Diversity in Education. We are also examining ways to get more students at all levels involved in our hiring process.

Last year we added diversity to our school communities and to our leadership group. In March I attended the METCO Leadership Summit which was focused on hiring, supporting, and retaining employees and leaders of color. I am looking forward to expanding these efforts.

2. Expand programming with METCO students and families with faculty and staff

This year the Bedford METCO program has begun to add back activities for students in Bedford and Boston to reconnect. As a leader, I Assisted the school committee to add a non-voting member from the Hanscom and METCO communities to sit on the committee. These additional voices have been an excellent expansion of the committee.

3. Lead and coordinate the development of a District Improvement Plan (DIP) that focuses on Academic Achievement, Social-Emotional Learning, Diversity, Equity, and Inclusion

The District Improvement Plan was completed this winter and was an excellent process of collaboration between the leadership team members and our previous district goals and the way forward through the pandemic and beyond.

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

TITLE:	AUTHOR:	Comment	Category
Man's Search for Meaning	Viktor Frankel	SEL	SEL
All American Boys	Jason Reynolds	DEI	DEI
Celebrations	Maya Angelou	Poetry	SEL/DEI
A Promised Land	Barack Obama	Leadership/DEI	DEI
Permission to Feel	Marc Brackett	RULER	SEL
Meetings Matter	Paul Axtell	Meeting Management	Leadership
Dare To Lead	Brene Brown	Leadership	Leadership
The Strategy Concepts of Bill Belichick - Coaches Series	Leadership Case Studies	Leadership	Leadership
Change	John P. Kotter	Leadership	Leadership
The Rumi Prescription	Melody Moezzi	Mental Health	SEL
Leadership Lessons from the Kitchen Table	EdWeek Leadership Series (Various Authors)	Leadership/COVID	Leadership
Robert E Lee and Me	Ty Seidule	Leadership/DEI	DEI
Teaching for Black Lives	Edited by Dyan Watson, Jesse Hagopian, and Wayne Au	Leadership/DEI	DEI
Instructional Coaching	Jim Knight	Teaching and learning and classroom instruction	Education

The Power of Moments	Chip and Dan Heath	Leadership	Leadership
Call us What We Carry	Amanda Gorman	DEI	DEI
Rising Strong	Brene Brown	Leadership/SEI	SEI
Don't Ask Me Where I'm From	Jennifer De Leon	DEI	DEI

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

<i>Area of Focus</i>	<i>Title</i>	<i>Date</i>
Leadership	MASS Conference	7/13-15/2021
DEI	MASS Conference	
SEL	MASS Conference	
<i>SEL</i>	<i>RULER Training</i>	<i>7/7&8/2021</i>
<i>SEL</i>	<i>RULER Training</i>	<i>7/14&15/2021</i>
<i>Leadership</i>	<i>NEASC Chairs Workshop</i>	<i>7/19/2021</i>
	<i>MASC Professional Development</i>	
<i>DEI</i>	<i>METCO Leadership Meeting and Bus Tour</i>	<i>8/16/2021</i>
<i>DEI/Leadership</i>	<i>Kalise Daria Wornum, Ed. D</i>	<i>8/23/2021</i>
<i>Leadership</i>	<i>Meeting with Colonel Stephens and Laurel Hebb</i>	<i>8/17/2021</i>
<i>DEI</i>	<i>METCO Leadership Meeting</i>	<i>9/30/2021</i>
<i>DEI</i>	<i>No Place for Hate ADL School Year Kick-Off with Amanda Gorman</i>	<i>10/6/2021</i>
<i>DEI</i>	<i>Zinn Education Project</i>	<i>10/9/2021-</i>
<i>Leadership</i>	<i>Effective Communication in Uncertain Times Webinar</i>	<i>10/14/2021</i>
<i>Leadership</i>	<i>10 Qualities of Great Adult Educators</i>	<i>10/20/2021</i>
<i>Leadership</i>	<i>Executive Leadership Group</i>	<i>10/22/2021</i>
<i>DEI</i>	<i>Virtual Convening Addressing Hate in Our Schools</i>	<i>10/26/2021</i>

	<i>Webinar</i>	
<i>Leadership</i>	<i>The Power of Moments with Dan Heath Webinar</i>	<i>10/29/2021</i>
<i>Leadership/DEI</i>	<i>MASS GS-21 Group Zoom Meeting</i>	<i>10/29/2021</i>
<i>Leadership</i>	<i>MASS/MASC Conference Presentation: Creating Consistency and Cohesion Across Your District</i>	<i>11/5/2021</i>
<i>Leadership</i>	<i>Executive Leadership Group</i>	<i>12/10/2021</i>
<i>Leadership/DEI</i>	<i>MASS GS-21 Group Meeting in Person</i>	<i>12/10/2021</i>
<i>Leadership</i>	<i>Chair: NEASC Visit to Triton Regional High School, Newbury, MA</i>	<i>12/12 through 12/15/2021</i>
<i>DEI</i>	<i>Virtual Tour of Nubian Square METCO</i>	<i>12/15/2021</i>
<i>Leadership</i>	<i>RBT Evaluation Coaching with Chris</i>	<i>12/16/2021</i>
<i>Leadership</i>	<i>Webinar with US Secretary of Education Dr. Miguel Cardona</i>	<i>1/7/2022</i>
<i>DEI</i>	<i>MASS/Promise 54 Focus Group</i>	<i>1/19/22</i>
<i>Leadership</i>	<i>Mark Miller Leadership Webinar</i>	<i>1/24/22</i>
<i>SEI</i>	<i>AASA Live Well. Lead Well Webinar</i>	<i>1/25/22</i>
<i>Leadership</i>	<i>MASS Mid-Winter Meeting</i>	<i>1/27/22</i>
<i>Leadership</i>	<i>Daniel Pink Webinar</i>	<i>1/30/22</i>
<i>DEI</i>	<i>METCO Leadership Meeting</i>	<i>3/11/22</i>
<i>DEI</i>	<i>Addressing Hate & Bias in School Athletics MIAA</i>	<i>4/5/22</i>
<i>Leadership</i>	<i>Meeting with Dan Rockwell https://leadershipfreak.blog/</i>	<i>3/23/22 and 4/6/22</i>
<i>Leadership/DEI</i>	<i>Addressing Hate & Bias in School Athletics (MIAA, Northeastern University, Attorney General's Office, MASS)</i>	<i>4/5/22</i>
<i>Leadership/DEI</i>	<i>Diversity Awareness: Moving Towards a Bias Conscious Future (Webinar)</i>	<i>4/7/22</i>