

BEDFORD PUBLIC SCHOOLS: DISTRICT-WIDE STRATEGY FOR ACHIEVING OUR MISSION: 2017-2018

Vision		
The Bedford Public Schools develops skillful, reflective, lifelong learners who think critically and creatively and who are informed, responsible, and productive global citizens. The school community provides a safe, respectful, and inclusive environment in which the unique intellectual, social, ethical, and emotional growth of each learner is realized.		
Theory of Action		
All students will become skillful, reflective, lifelong learners who think critically and creatively and who are informed, responsible and productive global citizens if: <ul style="list-style-type: none"> ● the system hires and supports passionate, skillful and knowledgeable teachers who personalize learning and regularly collaborate to produce student-centered, “minds-on” instructional strategies ● the curriculum prioritizes higher order thinking skills development and depth of content understanding ● checking for understanding is systematic and student achievement is evaluated through authentic, common assessments ● and deliberate steps are taken to address diverse learning needs, promote cultural proficiency and close achievement gaps while maintaining high expectations 		
District-wide Strategic Objectives		
<p>Coherent, Higher Order Thinking Curriculum/Student Centered Learning</p> <p>Ensure the full integration of teaching-for-understanding/thinking-based curricula and its accompanying “minds-on”, student-centered instruction, authentic assessment and frequent checking for understanding.</p>	<p>Equity and Diversity: Teaching All Students</p> <p>Ensure that all students are meeting district-wide learning expectations by personalizing learning, closing achievement gaps, and carrying out the cultural proficiency work needed to ensure that all students feel safe to take intellectual risks and grow.</p>	<p>Collaborative Professional Culture</p> <p>Nurture a professional culture that maximizes administrator and teacher learning, innovation and creativity by creating authentic opportunities for collaborative work on higher order thinking curriculum, student-centered instruction and authentic, performance-based assessment, and by effectively managing state and federal mandates.</p>
Davis School Objectives 2017-18 School Improvement Plan		
<p>PHASE 2/3 OF INTEGRATED STUDIES WITH AUTHENTIC ASSESSMENT</p> <p>Use integrated (science, social studies, math and ELA) projects, studies and play that purposefully engage students in application, reflection and creativity demonstrating knowledge, understanding and skills of the essential learning expectations.</p> <ul style="list-style-type: none"> ● Continue to implement K-2 integrated curriculum plan making mid-course adjustments ● Continue grade level focus on meeting learning expectations through student-centered minds on learning experiences 	<p>SOCIAL AND EMOTIONAL DEVELOPMENT</p> <p>Systemically weave social and emotional development into all aspects of the school community, including curriculum</p> <ul style="list-style-type: none"> ● Continue to strengthening our practice of Teaching Tolerance Standards (identity, diversity, justice, and action) ● Share examples of class meetings and/or Open Circle lessons aligned with teaching tolerance standards to help students generalize and demonstrate flexibility, self-control, self-awareness, perseverance, friendship, understanding of diversity, equity and respect for differences ● Continue professional conversations for all staff to best support students in conflict resolution and problem solving including 	<p>SHARED LEADERSHIP</p> <p>Develop a building-wide understanding of the principles of shared leadership in working toward its implementation.</p> <ul style="list-style-type: none"> ● Engage in professional conversations around the principles of shared leadership ● Develop the leaderships teams capacity to engage in and facilitate difficult conversations ● Develop processes that promote trust and encourage open and respectful dialogue

<ul style="list-style-type: none"> ● Continue to support students in demonstrating their understanding of all content areas through oral storytelling, discussions, writing, visual arts, digital mediums, and experiments ● Continue to be purposeful and explicit in building academic and content specific vocabulary ● Continue to develop and implement rubrics and/or protocols for analysis of integrated projects ● Continue to use authentic formative assessments (informal and formal) for analysis and decision making during cluster and grade level meetings 	<p>during unstructured times (ex busline, lunch, recess) with clarity of the behavioral expectations and the language used in teaching students these expectations</p> <ul style="list-style-type: none"> ● Continue to implement and train teaching assistants on SET (social/emotional training) curriculum for individual students who need more intense training around specific social/emotional concepts ● Continue professional conversations and access to resources around supporting students with trauma, stress, emotional regulation (ie. zones of regulation, mindfulness, and trauma research). 	
<p>INSTRUCTION AND DIFFERENTIATION OF CURRENT CURRICULUM</p> <p>Broaden the range of instructional practices available in the general education classroom that meet the unique learning needs of all students.</p> <ul style="list-style-type: none"> ● Continue conversations and PD around learning and prioritizing essential learning standards ● Provide Professional Development on differentiation of instruction with an emphasis on using a range of instruction and flexible timing and planning ● Thinking and planning flexibly to meet the varied needs of learners adjusting for the group needs ● Varying presentation, teaching for multiple learning styles ● Utilizing cluster team to analyze, share and develop strategies 	<p>CPST - COLLABORATIVE PROBLEM SOLVING</p> <p>Strengthen the use of Child Study and RTI processes, employing the strategies of data determined decisions and implementation so as to address the needs of the whole child</p> <ul style="list-style-type: none"> ● Develop schoolwide understanding of processes and protocols ● Continue to use protocols and communicate the formalized processes for team meetings and tracking progress ● Continue to use interdisciplinary student support team to process response to intervention and crises ● Continue to develop and implement in-class behavioral and instructional plans that meet the individual needs of the student struggling socially and emotionally while supporting the larger classroom community 	
	<p>SPECIALIZED PROGRAMMING NEEDS</p>	

Continued focus on implementing programs for students with Autism, emotional regulation issue, and related disabilities that meet their unique needs and educates the school community about inclusion of all students in the Davis School Family

- Continue to work with consultants to increase inclusion practices that support the unique individual students' needs and balances the classroom needs which includes social, emotional and behavioral interventions and responses
- Continue to implement co-teaching practices to ensure that all students needs are met in the least restrictive environment
- Continue to find ways to celebrate differences within the Davis community which includes families