

**BEDFORD PUBLIC SCHOOLS: DISTRICT-WIDE STRATEGY FOR ACHIEVING OUR MISSION: 2015-2016**

**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**

If the system hires and supports passionate, skillful and knowledgeable teachers who personalize learning and regularly share student-centered instructional strategies and common authentic assessments that enable all students to develop of higher order thinking skills and content understanding; and if deliberate steps are taken to address diverse learning needs, promote cultural proficiency and close achievement gaps while maintaining high expectations, then all students will become skillful, reflective, lifelong learners who think critically and creatively and who are informed, responsible, and productive global citizens.

**District-wide Strategic Objectives**

<b>Coherent, Higher Order Thinking Curriculum/Student Centered Learning</b>	<b>Equity and Diversity: Teaching All Students</b>	<b>Collaborative Professional Culture</b>
<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>Ensure that all students are meeting district-wide learning expectations by systematizing the use of formative assessment and collaborative review of student achievement data; implementing appropriate support strategies and achievement gap-closing initiatives while maintaining high expectation for all students; teaching metacognitive learning strategies; and carrying out the cultural proficiency work needed to ensure that all students feel safe to take academic risks and grow.</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>

**BHS Action Steps**

<p><b>SIP 1:</b> To identify struggling students quickly and effectively, by the end of the 2016 school year we will begin to develop protocols for effective communication.</p>	<p><b>SIP 2:</b> To ensure high expectations for all students, we will establish common expectations for each level in each department</p>	<p><b>SIP 3:</b> By the end of the 2015-2016 school year we will continue to critically examine our curriculum to ensure that meets the needs of a multicultural and global education, which falls in line with our social and civic expectations.</p>	<p><b>SIP 4:</b> Based upon the previous school initiatives, we will provide professional development to help further teacher capacity in using technology, common assessments, intervention strategies and create a culturally proficient classroom environment</p>
<ul style="list-style-type: none"> <li>• In Fall, Director of Student Achievement, Director of Guidance and Special Ed Director will meet to develop System of Intervention for students</li> <li>• In Winter, System of Intervention will be shared with staff for review</li> <li>• In Winter, staff will receive PD on System of Intervention</li> <li>• 2016-2017 Implement intervention system</li> </ul>	<ul style="list-style-type: none"> <li>• Through PLC work and departmental work, teachers will develop common learning expectations for each level in each course</li> </ul>	<ul style="list-style-type: none"> <li>• Using the 2015-2016 school year, building based PD will be provided to support departments in implementing multicultural curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will share best practices within PLC and identify effective practices</li> <li>• 2 of the 3 professional days will focus on best instructional practices</li> <li>• Continue to use Facing History expertise to provide professional development</li> <li>• Use Instructional Rounds model to help identify common areas professional development needs</li> </ul>

