

**BEDFORD PUBLIC SCHOOLS: DISTRICT-WIDE STRATEGY FOR ACHIEVING OUR MISSION: 2016-2017**

<b>Vision</b>			
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.			
<b>Theory of Action</b>			
<p>All students will become skillful, reflective, lifelong learners who think critically and creatively and who are informed, responsible and productive global citizens if:</p> <ul style="list-style-type: none"> <li>the system hires and supports passionate, skillful and knowledgeable teachers who personalize learning and regularly collaborate to produce student-centered, “minds-on” instructional strategies</li> <li>the curriculum prioritizes higher order thinking skills development and depth of content understanding,</li> <li>checking for understanding is systematic and student achievement is evaluated through authentic, common assessments</li> <li>and deliberate steps are taken to address diverse learning needs, promote cultural proficiency and close achievement gaps while maintaining high expectations</li> </ul>			
<b>District-wide Strategic Objectives</b>			
<p><b>Coherent, Higher Order Thinking Curriculum/Student Centered Learning</b></p> <p>Ensure that all students are actively and regularly engaged in “minds-on”, student-centered learning, and developing their capacities for:</p> <ul style="list-style-type: none"> <li>analyzing and understanding complex material,</li> <li>creatively problem solving,</li> <li>reflecting upon and directing their own learning,</li> <li>effectively communicating their ideas.</li> </ul>	<p><b>Equity and Diversity: Teaching All Students and Building Community</b></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><b>Collaborative Professional Culture</b></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>	<p><b>Strengthen Communication and Deepen Our Community Support</b></p> <p>Review and renew our Strategic Plan, explore and implement new ways to bring families and community resources into the educational process and to tell our unique story.</p>
<b>Overarching Strategic Initiatives</b>			
Purposefully develop students’ capacity for self-direction by building upon and extending the excellent work being done in many classrooms and departments to engage students in selecting, collecting and reflecting upon their own work.	Develop and implement a sustained and comprehensive process to recruit, hire and support educators of color. Invite faculty and staff to participate in this process.	Explore opportunities for teachers to observe each other’s practice.	Convene a representative task force to review and modify the existing five year strategic plan.
Continue to review common assessments/DDMs to ensure that they measure our common, essential learning expectations and reflect our instructional focus on higher order learning skills.	Focusing on anti-bias curriculum development and difficult conversations, continue to provide PD in cultural proficiency. Complete the work of the Religious and Cultural Holidays Task Force.	Strengthen teams/PLCs’/departments’ collaborative work through improved scheduling, coordination of early release days.	Involve students in the development of the district’s bi-annual progress report (brochure) and in the creation of a district video
Continue to systematically integrate authentic global, multi-cultural content and anti-bias dispositions and questioning skills in conjunction with critical thinking skills.	In teams, systematically analyze achievement data and student work from common assessments to make curricular adjustments when needed AND instructional improvements needed to impact all students in a timely manner.	Have all teachers develop evaluation team goals (unless singletons) regarding student achievement based upon common assessments.	Create a technology advisory panel comprised of parents, academics and local business personnel.
Continue to integrate technology to support district instructional priorities and further develop K-12 coding curriculum and middle and high school robotics programs.	Continue to develop in-house SPED programs: full inclusion program; increased push-in; and implement sub-separate programs. Continued PD in social emotional challenges for staff.	Per state mandate, but with minimum impact on teachers' time, develop achievement level cut-off scores for DDMs.	Increase opportunities for teachers and students to present their work to the school committee and broader community.
	Update DCAP and provide PD in differentiation, formative \just-in-time assessment and metacognitive learning strategies, summarizers and work reflection	Continue to push back at the state level against those aspects of external mandates that impede effective teaching and learning	Update and maintain website and promote appropriate use of blogs and social media to communicate district vision and good works.

