

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:

- 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>
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JOHN GLENN MIDDLE SCHOOL SCHOOL IMPROVEMENT PLAN 2017-2018

<p>Refine, develop and implement an enhanced middle school literacy-based curriculum which specifically focuses upon instructional coherence in reading comprehension and writing across the curriculum:</p> <ol style="list-style-type: none"> 1. Examine non-fiction/informational text reading comprehension based upon multiple sources/data/graphs across disciplines and grade levels. 2. Examine current writing practices and implement consistent expectations and language to be used across disciplines (6-8 Writing Workbook may be found on the JGMS Website). 3. Research and implement consistent strategies school-wide which focus on higher-order analytic 	<p>Continue to foster a positive and inclusive school culture to ensure that all students feel safe to take intellectual risks and grow.</p> <ol style="list-style-type: none"> 1. Review the third year implementation of the JGMS Advisory model to assess the need for a more systematic “responsible citizens” curricula and to include more opportunities for team-based town meetings. 2. Finalize and implement school-wide social and civic expectations to ground policy and practice. 3. Examine the experiences and perceptions of our students and how they impact their feeling connected to our school community. 4. Reflect upon on the Middle School Tenacity challenge in preparation for the following year’s competition. 	<p>Continue to focus on analyzing student achievement data to improve our instruction and programs</p> <ol style="list-style-type: none"> 1. Continue to review our school-wide, departmental and individually assigned assessments to ensure they measure our intended learning expectations and reflect our instructional focus around higher-order thinking skills. 2. Examine and implement strategies for students to be “curators” of their own work to foster intrapersonal reflection on student progress and areas in need of improvement. 3. Utilize data to uncover concerns regarding educational equity; to identify struggling students or cohorts of students; to inform our
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<p>skills; including, but not limited to comparison and contrasting, formulating questions, evaluating frames of reference, questioning validity, and author's bias, tone and perspective.</p> <p>4. Continue to examine vertical curricula alignment and programming with a focus on transition years 5/6, 8/9.</p>	<p>5. Proactively recruit to generate a more diverse hiring pool.</p>	<p>instructional practices; and to determine the school's programmatic strengths and areas of improvement.</p>
<p>Continual focus on instructional best practices</p> <ol style="list-style-type: none"> 1. Continue to ensure instruction is designed and delivered in a manner that engages students in higher-order, thinking-based activities <u>and</u> make student thinking visible ("Making Thinking Visible" out of Project Zero, Harvard University). 2. Work collaboratively to develop teaching tools and templates (thinking maps, organizers, note-taking practices) to teach/reinforce/assess reading, writing, and critical thinking skills (identifying /creating main ideas, arguments, theses, supporting details/arguments), which may be shared across departments and grades. 	<p>Continue to review the manner in which we provide services to, group and support students both in regular and special education.</p> <ol style="list-style-type: none"> 1. Examine ways to mitigate the impact special education programming has on the heterogeneous make-up of classes, especially in science and social studies. 2. Review the implementation of co-taught sections in ELA and Math across all three grades, providing professional development and collaborative planning time. 3. Implement team-based liaisons to improve communication between regular ed., special ed., and parents, and to improve consistency of instruction between regular education classrooms and learning centers. 	<p>Review our Guidance curriculum and the implementation of our Student Support Team.</p> <ol style="list-style-type: none"> 1. Review our 6-8 counseling curriculum targeted towards the social-emotional needs of children; including, but not limited to our new transition program embedded within 6th, 7th and 8th Grade Health. 2. Launch BHS/JGMS Ambassador Program. 3. Expand "Parent University" with key discussion topics and a speaker series. 4. Continue to review our implementation of the Student Support Team, a whole-child approach to intervention.
<p>Focus on technology as an effective means to enhance and extend student learning</p> <ol style="list-style-type: none"> 1. Continue to work with the Director of Instructional Technology and our building-based instructional coach to define the necessary professional development to ensure the seamless integration of iPads as effective tools for instruction engagement and <u>student generation of work</u>. Pilot Chromebooks in the 17-18 school year. 2. Review the implementation of our MakerSpace innovation lab and our new technology education 6-8 curricular units on engineering, robotics and computer programming; integrate EV3 Lego Robotics, SolidWorks 	<p>Continue to expand our academic support and enrichment programs to promote greater equity and access for all middle school students.</p> <ol style="list-style-type: none"> 1. Continue to expand the "Calculus Project" into a third cohort and expand our homegrown summer math program. 2. Research enrichment programs in disciplines other than Math. 3. Review effectiveness of the new JGMS scheduling pattern to support enrichment programs, grade and school-wide events/assemblies and opportunities for all students to access the regular education curriculum. For example, Foundations of Spanish. 	

