

**BEDFORD PUBLIC SCHOOLS:
DISTRICT-WIDE STRATEGY FOR ACHIEVING OUR MISSION: 2018-2019**

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 strategiesthe curriculum prioritizes higher order thinking skills development and depth of content understandingchecking for understanding is systematic and student achievement is evaluated through authentic, common assessmentsand deliberate steps are taken to address diverse learning needs, promote cultural proficiency and close achievement gaps while maintaining high expectations		
DISTRICT-WIDE STRATEGIC OBJECTIVES		
Coherent, Higher Order Thinking Curriculum/Student Centered Learning 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.	Equity and Diversity: Teaching All Students 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.	Collaborative Professional Culture 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 performance-based assessment, and by effectively managing state and federal mandates.

**JOHN GLENN MIDDLE SCHOOL SCHOOL IMPROVEMENT PLAN
2018-2019**

1. Continue our school-wide instructional and curriculum focus on improving students' literacy skills. Specifically, examine our instructional practices in regards to nonfiction/informational text reading comprehension and writing across all subject areas.

1A. Engage in professional development on [“Keys to Literacy”](#) to adopt consistent strategies school-wide which focus on reading comprehension skills; including, but not limited to critical thinking for close, analytic reading, main idea skills, text structure knowledge, graphic organizers, two-column notes, summarizing and generating questions.

1B. Examine current writing practices, both formal and informal, and implement consistent expectations and language to be used across disciplines where appropriate.

1C. Continue to examine vertical curriculum alignment and programming with a focus on transition years. While this aligns with the literacy initiative, additional focus must be given to math curriculum.

2. Continue our focus on technology as an effective means to enhance and extend student learning.

2A. Continue to work with the Director of Instructional Technology and our building-based instructional coach to work towards more curation of student work in

3. Continue to foster a positive and inclusive school culture to ensure that all students feel welcomed and safe.

3A. Continue to evaluate the [H.E.A.R.T. initiative](#), our school-wide social and civic expectations, which ground our policies and practice, with a focus on sustainability and student involvement.

3B. Examine the experiences and perceptions of our students and how they impact their feeling connected to our school community.

3C. Reflect upon the second year of the [Middle School Tenacity Challenge](#) in preparation for the following year's competition.

3D. Proactively recruit to generate a more diverse hiring pool.

4. Continue to review the manner in which we provide services to, group and support students both in regular and special education.

4A. Continue to examine our co-teaching and reading collaboration model and our ongoing efforts to group students.

4B. Examine ways to mitigate the impact special education programming has on the heterogeneous make-up of classes, especially in science and social studies.

6. Continue our work on promoting our students' social-emotional well-being with a focus on [mindfulness](#) and the reduction of student stress.

6A. Continue to expand our parent education and outreach with key discussion topics for coffees and speakers.

6B. Continue to review our second year implementation of the new Student Support Team model, a whole-child approach to intervention.

6C. As a K-12 guidance department, with the input from parents as well as outside support agencies, establish and adopt clear protocols for student re-entry from hospitalizations or extended absences.

6D. Examine ways in which to get more high school and middle school students together in a mentor/mentee relationship.

<p>online e-portfolios to help foster student generated goal-setting and self-reflection on learning.</p> <p>2B. Review the implementation of our MakerSpace innovation lab and look for opportunities to maximize its use among all students.</p>	<p>5. Continue to expand our academic support and enrichment programs to promote greater equity and access for all middle school students.</p> <p>5A. Through qualitative and quantitative data analysis, review the effectiveness of the Calculus Project and the Mathematics Extended Year program in preparing students for some form of calculus prior to graduation.</p> <p>5B. 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 and French.</p>	
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