

BEDFORD PUBLIC SCHOOLS: DISTRICT-WIDE STRATEGY FOR ACHIEVING OUR MISSION: 2019-2020

Overarching 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.			
Overarching Theory of Action			
<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"> the system hires and supports passionate, skillful and knowledgeable teachers who personalize learning, actively ally and form learning partnerships with historically underserved students, and regularly collaborate to produce student-centered, “minds-on” instructional strategies; curriculum and instruction prioritize the development of student independence, inquiry-based learning, higher order thinking skills development and depth of content understanding; checking for understanding is systematic and inclusive and results in effective differentiated instructional adjustments, and student achievement is evaluated through authentic, common assessments; students’ social and emotional needs are met through programs, classroom practices and interventions that are inclusive and trauma sensitive 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>Developing <u>all</u> students’ abilities to comprehend complex texts (and the attendant capacities for researching effectively and writing clearly and persuasively) by:</p> <ul style="list-style-type: none"> prioritizing this work across all grades and all subject matter; tying literacy learning with inquiry-focused instruction and with increasing student ownership of their learning both as an outcome and an impetus for this challenging skill-development; 	<p>Equity and Diversity: Teaching All Students and Building Community</p> <p>Ensure that all students are meeting district-wide learning expectations by:</p> <ul style="list-style-type: none"> strengthening our inclusive and differentiated instructional practices; providing the professional development needed to create trauma sensitive classrooms, continuing to create a coherent Pre-K-12 Counseling program, and implementing social emotional programs such as Responsive Classroom (K-5), H.E.A.R.T (6-8) and Challenge Success (9-12) and social and emotional learning 	<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 that is informed by shared goal-setting, and analysis of student work and achievement data.</p> <ul style="list-style-type: none"> Continue to shift the primary evaluation observation focus from the teacher to the student to better determine the impact of teaching on student learning; Wherever possible, develop professional practice goals that 	<p>Long-term Planning, Communication and Community Support</p> <ul style="list-style-type: none"> Continue to develop a five-year strategic plan by engaging all stakeholders in the development of a Portrait of the Graduate and the steps needed to enable all students to develop the dispositions and competencies that it identifies; Explore and implement new ways to bring families into the educational process, for example, by: sharing learning

<ul style="list-style-type: none"> ● providing relevant professional development for Readers Workshop, Keys to Literacy, disciplinary literacy, and instruction that engages students' curiosity, provides them with in-the-moment opportunities to investigate interesting questions, and increases their reading engagement by providing time to pursue avenues of interest through internet searches of lesson-related topics; ● supporting the work of the instructional coaches, the K-5 ELA Coordinator and the new 6-12 Reading Director 	<p>programs, and supports that enable all students to fully access their learning;</p> <ul style="list-style-type: none"> ● diversifying our staff, hiring racial allies, training all educators in culturally responsive/relationship-deepening practices (anchored by all-faculty book study), and closing achievement gaps so that all students feel safe to take intellectual risks and grow. ● ensuring that the historic integration mission embraced by the BPS as a METCO district is realized through purposeful school-based planning, increased classroom-based opportunities for cross-cultural understanding, and the facilitating of bridge-building family partnerships. 	<p>focus on literacy learning and developing student independence.</p>	<p>strategies for home-based reinforcement.</p>
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