

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

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		
<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>		
DISTRICT-WIDE STRATEGIC OBJECTIVES		
<b>Coherent, Higher Order Thinking Curriculum/Student Centered Learning</b> 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.	<b>Equity and Diversity: Teaching All Students</b> 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.	<b>Collaborative Professional Culture</b> 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.

**2019-2020  
John Glenn Middle School  
School Improvement Plan**

<p><b>1. Promote authentic engagement and rigor among all students through culturally responsive teaching professional development. Work grounded in research by Zaretta Hammond and her book, <u>Culturally Responsive Teaching and the Brain</u>.</b></p> <p><b>2. 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.</b></p> <p>2A. Continue to engage in professional development on <a href="#">“Keys to Literacy”</a> 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. <b>With seven content area trained “coaches”, shift emphasis from school-wide trainings to departmental work with a focus on disciplinary literacy and transference of skills across content areas and vertical alignment.</b></p> <p>2B. Examine current writing practices school-wide, both formal and informal, and implement consistent expectations and language to be used across disciplines where appropriate with a focus on ELA, Science and Social Studies.</p> <p>2C. Continue to support the use of NEWSela school-wide to assist in reading level differentiation.</p> <p>2D. Continue to examine vertical curriculum alignment and programming with a focus on transition years grades 5th to 6th and 8th to 9th.</p> <p><b>3. Continue our focus on technology as an effective means to <u>enhance and extend</u> student learning.</b></p> <p>3A. Continue to work with the Director of Instructional Technology and our building-based instructional coach to work towards more curation of student work in online e-portfolios to help foster student generated goal-setting and self-reflection on learning. More work needed to set school-wide or departmental expectations on what work is curated, to what skills do they align, student individual goal-setting and reflective practices.</p>	<p><b>4. Continue to foster a positive and inclusive school culture to ensure that <u>all</u> students feel welcomed and safe.</b></p> <p>4A. Continue to evaluate the <a href="#">H.E.A.R.T. initiative</a>, our school-wide social and civic expectations, which ground our policies and practice, with a focus on sustainability and student involvement. <b>Continue to implement a student friendly version of our expectations with a focus on specific behaviors and include in academic planner.</b></p> <p>4B. Examine the experiences and perceptions of our students of color and how they impact their feeling connected to our school community through a team block affinity group, the founding of an Alliance Club and student exit survey. <a href="#">Please Understand Video</a></p> <p>4C. Engage staff in school-wide training around restorative practices in regards to student management.</p> <p>4D. Continue committee work of the Interracial Parent Advisory Council to build bridges between our three communities in Bedford. And, to generate a more diverse hiring pool through visits to historically black colleges and our involvement in local job fairs.</p> <p><b>5. Continue to review the inclusive manner in which we provide services to, group and support students both in regular and special education.</b></p> <p>5A. Examine ways to mitigate the impact special education programming has on the heterogeneous make-up of classes across all subjects. Run and use analytics on individual sections to check for heterogeneity balance/cohort gender, race and (non)disability.</p> <p><b>6. Continue to expand our academic support and enrichment programs to promote greater equity and access for all middle school students.</b></p> <p>6A. Through qualitative and quantitative data analysis, review the effectiveness of the <a href="#">Calculus Project</a>, co-teaching versus sub-separate classes, reading partnership, and the Mathematics Extended Year program in preparing students for some form of calculus prior to graduation.</p>	<p><b>7. Continue our work on promoting our students’ social-emotional well-being with a focus on <a href="#">mindfulness</a> and the reduction of student stress.</b></p> <p>7A. Continue to expand our K-12 parent education series with evening events and speakers on various topics; including, but not limited to drug and alcohol education, mental health and the brain, and anxiety and stress reduction.</p> <p>7B. As a K-12 guidance department, with the input from parents as well as outside support agencies, finalize clear protocols for student re-entry from hospitalizations or extended absences along with 51A filing process.</p> <p>7C. Work with the high school to create opportunities for mentor/mentee relationships with JGMS students.</p> <p>7D. Supporting the work at Bedford High School, review the findings of the Challenge Success survey and determine action steps, which could be supported at the middle school level.</p> <p>7E. Work with the high school administration to implement a diversion program for drugs/alcohol and for computer use violations when appropriate.</p> <p><b>8. In collaboration with the facilities department and staff, manage seamless transitions through the middle school renovation project.</b></p>
--	--	---