

**BEDFORD PUBLIC SCHOOLS:**  
**DISTRICT-WIDE STRATEGY FOR ACHIEVING OUR MISSION: 2020-2021**

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.

**2020-2021  
John Glenn Middle School  
School Improvement Plan**

<p><b>1. Continue to promote social justice, equity, racial equality and active-anti-racism through practice and policy to ensure our school is welcoming and accepting of all; moreover, to ensure that our students and staff culture reflect an anti-racist, proactive effort, including professional development around race and equity, the analysis of data and an examination of our own practices in and outside of the classroom setting and continue our work deconstructing stereotype threat through culturally responsive teaching.</b></p> <p><b>2. Continue our focus on improving student literacy. Specifically, examine our instructional practices in regards to nonfiction/informational text reading comprehension and writing across all subject areas. Implement our part of the K-12 literacy plan in respect to instruction, curriculum and assessment.</b></p> <p>2A. Continue to encourage and support 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.</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 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 enhance, extend and support student learning.</b></p> <p>3A. Launch JGMS 1 to 1 Chromebook school-wide initiative to effectively support both on-site and remote instruction and student assessment.</p> <p>3B. Support staff and student learning through remote applications, such as NearPod, and the continued use of NEWSela school-wide to assist in reading level differentiation.</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; including, but not limited to our “responsibility” in a time of school closure and reopening.</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. 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 evaluate 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 multi-tiered approach to mental health services.</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, implement district-wide and school-specific policies and practices to support student and staff mental health.</p> <p>7C. Work with the high school to create opportunities for mentor/mentee relationships with JGMS students.</p> <p><b>8. In collaboration with the facilities department and staff, manage seamless transitions through the middle school renovation project.</b></p> <p><b>9. Continue to work with all stakeholders and specifically, our school-based committee and staff, on our scheduling structure, expectations and best instructional practices and our SEL support during times of potential school closure or remote learning.</b></p>
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