

BEDFORD PUBLIC SCHOOLS: DISTRICT-WIDE STRATEGIC GOALS 2015-2016

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

Coherent, Higher Order Thinking Curriculum/Student Centered Learning	Equity and Diversity: Teaching All Students	Collaborative Professional Culture
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.	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.	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.

Overarching Strategic Initiatives

Continue to review common assessments/DDMs to ensure that they measure our common, essential learning expectations and reflect our instructional focus on higher order learning skills.	Focusing on anti-bias curriculum development and difficult conversations, continue to provide PD in cultural proficiency.	Strengthen teams/PLCs'/departments' collaborative work through improved scheduling, coordination of early release days.
Systematically integrate authentic global, multi-cultural content and anti-bias dispositions and questioning skills in conjunction with critical thinking skills.	In teams, systematically analyze achievement data and student work from common assessments to make curricular adjustments when needed AND instructional improvements needed to impact all students in a timely manner.	Use Instructional Rounds to advance key district goals.
Build on the excellent work being done in many classrooms and departments to engage students in selecting, collecting and reflecting upon their own work.	Continue to develop in-house SPED programs: full inclusion program; increased push-in; and implement sub-separate programs. Continued PD in social emotional challenges for staff.	Per state mandate, but with minimum impact on teachers' time, develop achievement level cut-off scores for DDMs.
Continue to integrate technology to support district instructional priorities and further develop K-12 coding curriculum.	PD in differentiation, formative assessment and metacognitive learning strategies, summarizers and work reflection	Have all teachers develop evaluation team goals (unless singletons) regarding student achievement based upon common assessments.
	Use evaluation process to continue to promote increased use of formative, just-in-time and end-of-lesson assessments and summarizers in ways that engage all learners' metacognitive thinking.	

	Update and promote use of DCAP to support regular ed instruction and interventions.	
	DAVIS SCHOOL OBJECTIVES	
<p>Use integrated (science, social studies, math and ELA) projects, studies and play that purposefully engage students in application, reflection and creativity demonstrating knowledge, understanding and skills of the essential learning expectations.</p> <ul style="list-style-type: none"> Continue to make adjustments and development of curriculum plans that integrate social studies concepts, social and emotional development and multi-cultural content Continue to make adjustments and development of curriculum that integrates STEM Full implementations of Bridges Mathematics K-2 Focus on learning expectations through deep exploration (projects, investigations, play, etc) being purposeful and intentional in using grade specific mentor text, scientific instructional strategies, anti-bias methodology and tech integration following the UbD format Continue to use oral story telling, writing, digital mediums and speaking in all areas of the curriculum to deepen children's use of vocabulary, engagement in text, and their ability to effectively communicate and display their knowledge and understanding 	<p>Systemically weave social and emotional development into all aspects of the school community, including curriculum</p> <ul style="list-style-type: none"> Quarterly themes from Teaching Tolerance (identity, diversity, justice, and action) to help us focus on celebrating social and emotional accomplishments throughout the school aligned with Lane School Daily class meetings and/or Open Circle lessons aligned with quarterly themes to organize, generalize, and teach Social Thinking, Habits of the Mind, friendship, understanding of diversity, equity and respect for differences SET (social/emotional training) curriculum for individual students who need more intense training around specific social/emotional concepts Aligned all school assemblies 	<p>Develop clear systems for PLC work throughout the school; staff focusing collaboratively on curriculum implementation, student-centered instruction, appropriate adjustments in pacing and intervention, and authentic, performance-based assessment.</p> <ul style="list-style-type: none"> Faculty meetings continue to focus on intellectual conversations to support vision/mission of Davis School, cultural proficiency and building collective efficacy Admin Wednesdays have built in grade level time for professional discussions on anti-bias learning environments, learning expectations, higher order thinking strategies and authentic performance based assessments Cluster teams use protocols and/or processes for data determined decisions and meet weekly to adjust and plan for curriculum implementation, instructional strategies, interventions/extensions and RTI processes if necessary Schedules and learning plans are determined/implemented by cluster team to meet the needs of students and adjusted as necessary to effectively use resources
<p>Deepen the use of authentic assessments (including DDMs) to measure students' knowledge, skills and understanding of the essential learning expectations that informs pacing, instruction, intervention and professional growth</p> <ul style="list-style-type: none"> Professional development and conversations on the validity and reliability of implementing the following common assessments: Fountas and Pinnell Benchmark Running Records, district designed math story problems, writing assessment for opinion, narrative and informational writing Increase use of authentic formative assessments (informal and formal) for analysis and decision making during cluster and grade level meetings 	<p>Strengthen the use of Child Study and RTI processes, employing the strategies of data determined decisions and implementation so as to address the needs of the whole child</p> <ul style="list-style-type: none"> Clearing defined schedule Use of protocols and formalized processes for team meetings Identified roles and responsibilities for team Interdisciplinary student support team with process for accessing the team during crisis In-class behavioral and instructional plans that meet the individual needs of the student struggling socially and emotionally while supporting the larger classroom community 	<p>Use the Evaluation System to support teachers in developing, implementing and monitoring team learning goals through the use of DDMs and understanding of the criteria within the evaluation rubric</p> <ul style="list-style-type: none"> Continue to collaboratively unpack the evaluation rubrics Connect the evaluation tool with the PLC process using the criteria within the evaluation rubric and the DDMs to monitor progress
	Develop and implement a strong program for students with Autism and related disabilities that meets their unique needs and educates the school community about inclusion of all students in the Davis School Family	

	<ul style="list-style-type: none"> ● Focused training and professional development on working with students with Autism and related disabilities to include <ul style="list-style-type: none"> ○ General information - all staff ○ Specific targeted professional development and planning for new classroom - curriculum, assessment, and instructional programming, training for Teaching Assistants in ABA principles, floor time, assistive technology, and other required methodology ● Community event “Celebrating Differences” that welcomes the community to learn more about Autism 	
LANE SCHOOL OBJECTIVES		
<p>Develop a coherent higher order thinking curriculum:</p> <ul style="list-style-type: none"> ● continue development and audit of common assessments to reflect higher order thinking ● identify “power standards” and ensure they are present in common assessments and new report cards ● implement standards-based report cards to align with end of year grade level expectations ● implement new science standards and common assessments based on New Generation Science Standards (NGSS) 	<p>Ensure that all students are meeting district-wide learning expectations:</p> <ul style="list-style-type: none"> ● review RTI process to develop a more systematic approach to helping students with academic and/or behavioral challenges ● coordinate after-school support for new program ● form foreign language committee to make recommendations regarding scheduling ● continue work on cultural proficiency ● increase opportunities for special education to do more inclusion, including co-teaching ● develop approach for students to have multiple opportunities to demonstrate understanding. 	<p>Nurture a professional culture that maximizes administrator and teacher learning:</p> <ul style="list-style-type: none"> ● strengthen collaborative work by providing training on “difficult conversations” ● work to find time for Lane specialists to meet with their counterparts
JOHN GLENN MIDDLE SCHOOL OBJECTIVES		
<p>Continue focus on instructional best practice: engages students in higher-order, thinking based activities aligned to defined learning objectives and designed to meet the needs of all learners; continue conversation around cultural proficiency and impact it has on school culture and instruction</p>	<p>Continue to foster a positive school culture (year 3 of 3):seek student input on culture; review implementation of new advisory model; examine how we celebrate student success; examine experience and perception of students of color and how those impact their feelings about school community</p>	<p>Focus on technology as an effective means to enhance and extend student learning (Year 2 of 2)</p> <ul style="list-style-type: none"> ● Review protocols for students and staff to access technology, including the preparation and security of new hardware and an assessment of existing devices. ● Continue to work collaboratively with the technology department on issues regarding maintenance and/or necessary upgrades to current technology hardware, software and infrastructure. ● Work with the Director of Instructional Technology to define the necessary professional development to

		ensure the seamless integration of iPads as effective instructional tools.
Continue focus on curricular coherence and alignment (year 2 of 2): complete work on curricular overviews with defined learning outcomes at each grade level and across all disciplines; work toward publishing curriculum documents on web; examine vertical alignment, with a focus on transition years 5-6, 8/9.	<p>More effectively meet the needs of all students by modifying grouping practices and special education intervention model: examine current leveling structure; build schedule without learning groups in grade 6 to increase heterogeneity; implement team-taught 6th grade math; move to grade-level special education liaisons.</p> <p>Increase student voice in leadership (year 1 of 2): principal or assistant principal will attend advisories to run focus groups; review current student government structure</p>	
<p>Continue to review our implemented common assessments (Year 2 of 2)</p> <ul style="list-style-type: none"> • Hone benchmarks to determine and measure student growth. • Continue to review our assessments to ensure they are measure our intended learning expectations and reflect our instructional focus around higher-order thinking skills. 	<p>Continue to focus on analyzing student achievement data (Year 2 of 2)</p> <ul style="list-style-type: none"> • Determine a protocol when examining student work. • Identify individual students or groups of students in need of additional support. • Address concerns regarding educational equity. • Inform our instructional practices and curricula • Determine the school’s programmatic strengths and areas in need of improvement 	
	<p>Continue to expand our Skill Center Support and Enrichment Programs (Year 2 of 2)</p> <ul style="list-style-type: none"> • Continue to implement our Excel program within the Skill Center to challenge students to take a level above the one they are currently enrolled. • Specifically cohort our students of color into an enrichment program that includes an after-school program and extended year summer program in line with the “Calculus Project” 	
	<p>Review our Guidance curriculum and the implementation of our Student Support Team</p> <ul style="list-style-type: none"> • Review our 6-8 counseling curriculum targeted towards the social-emotional needs of children. • Review our implementation of the Student Support Team, a whole-child approach to intervention. 	
BEDFORD HIGH SCHOOL OBJECTIVES		

<p>SIP 1: To identify struggling students quickly and effectively, by the end of the 2016 school year we will begin to develop protocols for effective communication.</p> <ul style="list-style-type: none"> • In Fall, Director of Student Achievement, Director of Guidance and Special Ed Director will meet to develop System of Intervention for students • In Winter, System of Intervention will be shared with staff for review • In Winter, staff will receive PD on System of Intervention • 2016-2017 Implement intervention system 	<p>SIP 3: By the end of the 2015-2016 school year we will continue to critically examine our curriculum to ensure that meets the needs of a multicultural and global education, which falls in line with our social and civic expectations.</p> <ul style="list-style-type: none"> • Using the 2015-2016 school year, building based PD will be provided to support departments in implementing multicultural curriculum 	<p>SIP 4: Based upon the previous school initiatives, we will provide professional development to help further teacher capacity in using technology, common assessments, intervention strategies and create a culturally proficient classroom environment.</p> <ul style="list-style-type: none"> • Teachers will share best practices within PLC and identify effective practices • Two of the three professional days will focus on best instructional practices • Continue to use Facing History expertise to provide professional development • Use Instructional Rounds model to help identify common areas professional development needs
<p>SIP 2: To ensure high expectations for all students, we will establish common expectations for each level in each department.</p> <ul style="list-style-type: none"> • Through PLC work and departmental work, teachers will develop common learning expectations for each level in each course 		