

BEDFORD HIGH SCHOOL: SCHOOL IMPROVEMENT PLAN 2021-2024

Beliefs

At Bedford High School we remain committed to rigor, engagement, and the articulation of learning expectations that embody what we want our students to be able to demonstrate at the culmination of their time in a course or courses. We also remain committed to closing the opportunity gaps for all students. We continue to further the district’s literacy and equity work, with a focus on Tier I interventions, differentiation, the District Curriculum Accommodation Plan (DCAP), and social and emotional Learning (SEL). There will also be a specialized focus on how the pandemic has impacted learning, engagement and outcomes for all students.

The BHS SIP will also support the District Improvement Plan which includes literacy, equity, building cultural proficiency, social emotional learning.

District Priorities (District Wide Strategic Objectives)

Diversity, Equity, and Inclusion	Student-Centered Curriculum, Instruction, and Assessment	Social-Emotional Learning:
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Bedford High School Objectives and Initiatives

<p>Strategic Objective 1: <i>Diversity, Equity & Inclusion</i> Ensure that all students are meeting district-wide learning expectations by personalizing learning, closing opportunity gaps, and carrying out the cultural proficiency work needed to ensure that all students feel safe to take intellectual risks and grow.</p>	<p>Strategic Initiatives:</p>
	<p>1.1 Continue to create, foster and implement culturally responsive programs, professional development and programming that will inform, educate and improve our school community (Building based Equity and Inclusion Committee)</p>

	<p>1.2 Solicit and analyze feedback from students, faculty and members of the community regarding the current climate (NEASC)</p> <p>1.3 Utilize various data points including MCAS to examine the findings to address achievement gaps that currently exist at Bedford High School which will then inform our practice and impact outcomes</p> <p>1.4 Continue to offer opportunities that bring students, faculty and staff together for invigorating conversations about equity and inclusion</p>
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<p>Strategic Objective 2: <i>Student-Centered Learning & Engagement</i> Ensure that all students are accessing challenging learning opportunities including higher-order thinking, while engaging in differentiated instructional and assessment practices that offer all students an academic experience that is rigorous, engaging and allows for student success.</p>	<p>Strategic Initiatives:</p>
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	<p>2.1 Generate a template for curriculum unit design to be used across disciplines that includes essential questions, concepts, and skills; differentiated instructional strategies; formative, summative, and authentic assessment; and dispositions of successful learners</p> <p>2.2 Provide professional development for faculty to learn how to use the unit design template effectively</p> <p>2.3 Identify highly engaging and effective Tier 1 instructional and assessment strategies, including those outlined in the District Curriculum Accommodation Plan (DCAP) for use in unit design</p> <p>2.4 Designate department and faculty time to the creation of new and revised units of study keeping student rigor and engagement at the forefront</p>
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	<p>2.5 Promote the use of coaching and peer observations to observe, model, and share effective instructional practices Identify and implement consistent and equitable instructional practices across and within departments that promote proficiency</p>
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<p>Strategic Objective 3: <i>Social and Emotional Wellness and Learning</i> Reduce unnecessary stress while maintaining rigorous academic standards. This includes actively fostering perseverance, resilience and positive coping strategies to improve overall wellness.</p>	<p>Strategic Initiatives:</p>
	<p>3.1 Continue partnership with Challenge Success and utilize survey results to frame our work moving forward prioritizing the impact of the pandemic on students, faculty and staff</p> <p>3.2 Students, faculty and parents will receive an overview of the program and piloted changes for the 2020-2021 year (procedures around homework, pilot of an advisory program, parent/guardian information nights, continued faculty focus on balance)</p> <p>3.3 Redesign the first week of school to emphasize community building and connections Evaluate Student Advisory pilot implemented for the 2020-2021 school year</p> <p>3.4 Work with Student Advisory Committee and Rachel Poliner (consultant) on visioning and creating a sustainable model for Student Advisory</p> <p>3.5 Continue to work with the new Counseling Program Administrator on restructuring guidance to offer more adjustment counseling services to address students' growing social/emotional needs</p> <p>3.6 Continue to implement programs to teach students how to manage emotions, stress, anxiety and build resiliency (SBIRT, SOS, The Well Balanced Student)</p> <p>3.7 Embed time management and executive functioning skills to Counseling curriculum</p>

	<p>3.8 Strengthen community partnerships with youth services</p> <p>3.9 Investigate redesigning the last weeks of school to include a week of exploratory classes with educators (Q5, Exploratory)</p>
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<p>Strategic Objective 4: <i>Literacy</i> Continue to examine how our students read, write, listen, speak and think critically in a way that is meaningful within the content area and advances learning for all students.</p>	<p>Strategic Initiatives:</p>
	<p>4.1 Continue to implement the District Literacy Plan</p> <p>4.2 Continue to identify Tier I instructional methods that support students' literacy development</p> <p>4.3 Continue to support and institute strong professional development that includes collaboration, data analysis and coaching</p> <p>4.4 Develop an articulated intervention plan for struggling students who are not making effective progress (DCAP)</p> <p>4.5 Continue to utilize ongoing formative and summative assessments that inform instruction and outcomes</p> <p>4.6 Assess the impact of of the District Literacy Plan</p>