

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

<b>Overarching Vision</b>			
<p>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.</p>			
<b>Overarching Theory of Action</b>			
<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, actively ally and form learning partnerships with historically underserved students, and regularly collaborate to produce student-centered, “minds-on” instructional strategies;</li> <li>curriculum and instruction prioritize the development of student independence, inquiry-based learning, higher order thinking skills development and depth of content understanding;</li> <li>checking for understanding is systematic and inclusive and results in effective differentiated instructional adjustments, and student achievement is evaluated through authentic, common assessments;</li> <li>students’ social and emotional needs are met through programs, classroom practices and interventions that are inclusive and trauma sensitive</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>			
<b>District-wide Strategic Objectives</b>			
<p align="center"><b>Coherent, Higher Order Thinking Curriculum/Student Centered Learning</b></p> <p><b>Developing <u>all</u> students’ abilities to comprehend complex texts (and the attendant capacities for researching effectively and writing clearly and persuasively) by:</b></p> <ul style="list-style-type: none"> <li>prioritizing this work across all grades and all subject matter;</li> <li>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;</li> </ul>	<p align="center"><b>Equity and Diversity: Teaching All Students and Building Community</b></p> <p><b>Ensure that all students are meeting district-wide learning expectations by:</b></p> <ul style="list-style-type: none"> <li>strengthening our inclusive and differentiated instructional practices:</li> <li>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</li> </ul>	<p align="center"><b>Collaborative Professional Culture</b></p> <p><b>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.</b></p> <ul style="list-style-type: none"> <li>Continue to shift the primary evaluation observation focus from the teacher to the student to better determine the impact of teaching on student learning;</li> <li>Wherever possible, develop professional practice goals that</li> </ul>	<p align="center"><b>Long-term Planning, Communication and Community Support</b></p> <ul style="list-style-type: none"> <li>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;</li> <li>Explore and implement new ways to bring families into the educational process, for example, by: sharing learning</li> </ul>

<ul style="list-style-type: none"> <li>● 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;</li> <li>● supporting the work of the instructional coaches, the K-5 ELA Coordinator and the new 6-12 Reading Director</li> </ul>	<p>programs, and supports that enable all students to fully access their learning;</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> </ul>	<p>focus on literacy learning and developing student independence.</p>	<p>strategies for home-based reinforcement.</p>
---	---	--	---