

BEDFORD PUBLIC SCHOOLS: DISTRICT-WIDE IMPROVEMENT PLAN 2021-2024

Vision of the Bedford Public Schools (What we strive to do...)
As educators within the Bedford Public Schools, we aspire to be a collaborative school system in partnership with the community and families that develop curious, engaged, resilient, empathetic, and kind learners. Our students are creative and critical thinkers, and who apply knowledge, act responsibly, and make meaningful contributions.
Mission (What we do...)
We provide a safe, respectful, and inclusive environment in which the unique academic, intellectual, social, ethical, and emotional growth of each learner can be realized.
Core Values
Achievement: An education that develops the whole child by engaging each child's academic, social, physical, and emotional well-being. Inclusivity: Appropriately challenged, supported, and valued as a contributing member of our [learning] community. Community: Encouraging authentic and caring connections. Empathy: Instilling curiosity, appreciation for diverse viewpoints, and the promotion of collaborative and courageous conversations.

Beliefs
Diversity, Equity, and Inclusion: We believe in educational equity where everyone receives the academic, social, and emotional support and services they need within an environment of high-quality teaching and learning for all members of our school community, which includes a rigorous curriculum, instructional models that engage students, and where students utilize critical thinking and have agency. Diversity: We believe in the representation of different and unique identities, characteristics, experiences, and perspectives. Equity: Giving everyone what they need to succeed by increasing access, resources, and opportunities for all; especially for those who are underrepresented and have been historically disadvantaged. Inclusion: A welcoming culture in which differences are celebrated and everyone is valued, respected, and able to reach their full potential. Student-Centered Curriculum, Instruction, and Assessment: We believe that by creating a curriculum that is student-centered we develop and implement instructional strategies that prioritize the student experience, and that we assess our students in a manner that allows each child to develop as an autonomous and independent learner who is responsible for their own learning. Social-Emotional Learning: We believe that Social Emotional Learning (SEL) is an integral part of a student's education. Students learn to acquire, understand, and apply the skills, knowledge, and attitudes to develop healthy identities, manage their own emotions, achieve personal and group goals, feel and show empathy towards others, establish and maintain healthy relationships and make responsible and caring decisions. Social-Emotional Learning provides students with the opportunity to build educational equity, authentic and thriving peer, school, family, and community partnerships.

BEDFORD PUBLIC SCHOOLS: ELEMENTARY SCHOOL IMPROVEMENT PLAN 2021-2024

Bedford Public Schools: Elementary Schools Strategic Objectives and Initiatives

Strategic objective	Strategic Initiatives
<p>Strategic Objective # 1 -Diversity, Equity, and Inclusion</p> <p>Strengthen a culture of equity and inclusion in which all students' personal growth and well-being are prioritized, and all feel safe, connected, supported, engaged, and valued.</p>	<p>Strengthen teaching and administrative practices that promotes academic achievement, demonstrates cultural competence, and fosters student social awareness by</p> <ul style="list-style-type: none"> 1.1 Building strong relationships amongst adults and students and students with students 1.2 Ensure professional conversations and professional development includes culturally responsive and inclusive practices 1.3 Utilize the principles of anti-bias environments, curriculum and instructional practices by ensuring students have windows and mirrors in the curriculum, can make connections, and/or are interested in the content which leads them in their own learning 1.4 Expand the diversity of the adults students see at school by seeking diverse authors, community members and other visitors to engage with students while we continue to try to diversify the workforce and leadership of the district
<p>Strategic Objective # 2 - Student Centered Curriculum, Instruction and Assessment</p> <p>Through a refined tiered system of instructional supports, all students will be appropriately challenged and experience continuous growth, in order to become independent learners.</p>	<ul style="list-style-type: none"> 2.1 Core Tier I instruction will be strengthened and differentiated 2.2 Consistent administration of assessments will be conducted at every grade level throughout the year; data will be shared across schools, grade levels, and the district; data will be used to inform instruction and intervention. 2.3 Implement systems and procedures to help families to review and understand data. 2.4 Ensure that our Multi Tiered System of Support (MTSS) process identifies and responds to student individualized needs which includes analyzing data, targeting instruction, progress monitoring, and informing stakeholders.
<p>Strategic Objective # 3 - Social and Emotional Learning</p> <p>The school will leverage partnerships and engagement with families and the community in order to foster a sense of belonging for each student and allow students to build strong relationships amongst each other.</p>	<ul style="list-style-type: none"> 3.1 Ensure that the Responsive Classroom approach to positive discipline is implemented in all areas of the school and all children are treated equitably with kindness and respect. This includes engaging families and school in partnership so all people feel connected. 3.2 Research programming, develop a roll out plan, and implement a Social and Emotional Curriculum that meets the Collaborative for Academic, Social and Emotional Learning's (CASEL's) 5 core competencies for social and emotional learning and is aligned with the Massachusetts Frameworks (self awareness, self management, responsible decision making, relationship skills and social awareness) 3.3 Implement all Responsive Classroom principles and practices throughout the day to build academic and social-emotional competencies. 3.4 Continue to develop our inclusive practices and programming for students with social, emotional and

The following are the action statements that are necessary to meet the district and elementary strategic objectives and initiatives. Each statement have work plans that give specific action steps, outcomes and measures:

Responsive Classroom:

All Responsive Classroom principles and practices are implemented throughout the day to build academic and social-emotional competencies.

Student Outcomes:

- Students build relationships with peers and staff leading to a strong sense of belonging
- Students have increased social understanding and emotional regulation so that they demonstrate self-control, empathy, responsibility, assertiveness and collaboration
- Students have the self-discipline to fix and learn from their mistakes while maintaining their dignity.
- Students take ownership of and demonstrate investment in the classrooms' norms, routines, and procedures

Core Tier I Literacy and Assessment:

Core Tier I literacy instruction will be strengthened and differentiated so as to reduce the need for literacy interventions. Consistent administration of literacy assessments will be conducted at every grade level throughout the year; data will be shared across schools, grade levels, and the district; data will be used to inform instruction and intervention.

Student Outcomes:

- Students demonstrate consistent growth along the reading continuum, acquire foundational reading skills and develop a love for reading and literature.
- With increased self advocacy skills, students access multiple supports within the classroom beyond the teacher to support their learning (i.e. peer collaboration, anchor charts, manipulatives, reference materials).
- Students understand and can share the learning target/behavior and how it helps them read and write.

Multi-tiered system of support (MTSS) which includes a student support team (SST) and Response To Intervention (RTI):

Ensure that our MTSS process identifies and responds to student individualized needs which includes analyzing data, targeting instruction, progress monitoring, and informing stakeholders.

Student Outcomes:

- Students successfully demonstrate their own learning toward the learning target across all content areas.
- Students remain on task, fully participating and accessing content.
- Students take academic risks.

Culturally Responsive Practices:

Strengthen teaching and administrative practices that promotes academic achievement, demonstrates cultural competence, and fosters student social awareness.

Student Outcomes:

- Students build their own positive identities as learners in the classroom.
- Students do most or all of the thinking in the lesson.
- Students collaborate with one another.
- Students ask questions about what they are learning.
- Students demonstrate treating others with respect