

As Biddeford becomes younger, more diverse, and continues an economic and cultural renaissance, our schools must also change. We are a caring faculty and staff who want our students to be healthy, balanced, and equipped to compete in post-secondary pursuits. We will improve academic and social-emotional outcomes with a laserlike focus on three foundational pillars in the next five years.

## COMMITMENT TO STUDENTS

### 2019-2024



### PILLAR 1

We are a leader in student-centered learning in the region. We will not retreat to one-size-fits-all academics.

- ✓ Faculty and staff recognize the individuality of our students and will continue to provide learning opportunities that are engaging, rigorous, and based on personal need.
- ✓ The school-as-factory model will be abandoned. Learning will not be governed by bells, class periods, and top-down instruction. Instructional leadership in Biddeford will move toward the facilitation of learning at all levels.
- ✓ Teachers will continue to utilize the power of formative assessments to modify instruction to best meet the needs of our students.



### PILLAR 2

We will continue to educate ourselves and our community about serving the whole child, being mindful of trauma and the ravages of substance abuse. We will not ignore--nor excuse--the impact of what happens outside of school.

- ✓ All faculty and staff, ranging from instructional personnel to bus drivers to athletics coaches to food service workers, will better understand how chronic stress and adverse childhood experiences inform student behavior.
- ✓ District leadership will allocate resources for additional staff to support teachers and students who work to better understand and mitigate the impact of trauma day in, day out.
- ✓ Instructional personnel will work together to refine and expand a curriculum of social-emotional learning.



### PILLAR 3

We will support all learners. We will not norm our expectations to the population we serve. Those who struggle or excel will be met, each in her own way.

- ✓ All faculty and staff will redouble efforts to engage the families of "new Mainers," and support the programs and staff required to educate those for whom English is a second language.
- ✓ We will begin a three-year cycle of aligning and reinforcing our efforts around intervention. Students who struggle will be met earlier, with greater intentionality, and will realize better outcomes. Students who excel will engage in rigorous learning opportunities.
- ✓ Everyone is a teacher of literacy. Professional support for parents, faculty and staff will be paired with refinements to curricula, schedule, outreach, and summer programs to support increased student literacy.