

MISSION

The Mission of Bennington Public Schools is to provide educational opportunities in a safe, caring environment that will prepare all students to meet the challenges of the future.

VISION

Developing a Community of Learners.

BELIEFS

It shall be the philosophy of the Bennington Public Schools that the atmosphere shall be provided whereby each student may react to their environment as a total being.



BENNINGTON PUBLIC SCHOOLS STRATEGIC PLAN

STRATEGIC GOALS

Bennington Public Schools has developed a Strategic Plan as a mechanism for continuous school improvement. The Strategic Plan was originally developed in 1997 and has gone through multiple revisions since. Through a collaborative planning process that included staff members, parents, students, and community members four goals, which embody the shared values and priorities of the Bennington Public Schools, were identified. The plan allows our District to refine systems, evaluate critical issues, positively impact student achievement, and focus on a commitment to providing a high quality education for every child.

We invite you to read this document to learn more about the Bennington Public Schools Strategic Plan goals and critical initiatives.

21st Century Skills

- Develop a working definition of 21st Century Skills.
- Complete a curriculum audit and analyze the results to propose what improvements could be made.
- Communicate findings & recommendations to the community for feedback and support for proposed academic programs.
- Launch an updated, evolving curriculum addressing 21st Century Skills.

Community Collaboration

- Utilize social media to promote and educate the community on opportunities in the District.
- Build upon the community service offered to Our Community by increasing the visibility of our student body (K-12) with service projects and initiatives.
- Educate taxpayers on all topics related to the school district.
- Develop a global District Brand.

Personalized Learning

- Define personalizing students' learning environment.
- Determine the educational needs and interests of all students: PK-2, 3-5, 6-8, 9-12.
- Expand instructional methodologies for personalizing student learning experiences.
- Establish a process for teachers to personalize educational opportunities for students to meet learning objectives.

Social Emotional Learning (SEL) and Cultural Needs

- Identify and communicate all available resources for SEL to stakeholders.
- Create an ongoing process to identify the unmet SEL and cultural needs of our students or community.
- Provide training and development in the areas of multicultural education and SEL learning.

CRITICAL INITIATIVES

21st Century Skills

- Create an infographic on the 21st Century Skills called B/Ready to be posted in all buildings.
- Participate in professional development with a national expert to define 21st Century Skills.
- Worked with a national expert to complete an audit K-12 of where 21st Century Skills are being taught with fidelity and consistency.
- Support and confirm all District adopted 21st Century Skills were being taught in all departments and grade levels. All staff members at BPS helped to create a lesson plan bank.
- The Appraisal system includes 21st Century Skills for staff.
- Prepare and present quarterly board reports.
- Provide goal updates in staff meetings and community newsletters.
- Curriculum written and adapted to address 21st Century Skills.
- Follow-up and review with full staff of progress made towards implementation of 21st Century Skills in collaboration with the national expert.
- Development of LiveBinder containing resources for all staff to utilize.
- 21st Century Skills are evaluated and assessed for student attainment through grading reports

Personalized Learning

- Create Community Committee to define Personalized Learning
- Define Personalized Learning
- Present definition to Goal Leadership & Board of Education
- Identified the four elements of personalized learning specific to Bennington.
- Develop a series of student inventory questions used to gain a better understanding of students learning, preferences academic and personal interests, as well as personal background.
- Offer after-school think tanks to share ideas on assessing student needs and implementation of methodology.
- Created a staff survey to determine current practices and beliefs regarding personalized learning.
- Facilitate opportunities for professionals to connect and collaborate on personalized learning initiatives.
- Personalized Learning team participation in a book study to research and review methodologies.
- Collaboration with a local district to observe, develop, and implement personalized learning.
- Staff participates in ongoing professional development in the area of personalized learning.
- Use key measures to evaluate the impact of critical initiatives in meeting identified objectives.
- District/building-wide initiatives focus specifically on knowing your students.
- Create cohorts of teachers to develop practices and tools for the foundation of personalized learning that directly impacts student learning.
- Create a resource guide for staff to access on personalized learning.

Community Collaboration

- Updated and improved website through the efficiency of the website and added a webmaster for each building to keep current.
- Utilization of social media to connect the community to building level happenings and events.
- Online streaming of activities and events through the District YouTube Channel.
- Develop a District App.
- Established a Key Club for service to the school and community.
- Create the 3 C's graduation requirement. One component of the 3 C's is 50 hours of community service.
- Philanthropic opportunities through leadership councils (example: food drives, food bank)
- Communication of bond issue initiatives through social media, community meetings, and school events.
- Increased streaming of District information and meetings.
- Implementation of Spotlight Reports at monthly school board meetings.
- Friday Superintendent message through District automated communication system.
- Gathered stakeholder feedback on the development of a unified series of logos.
- Pursue trademarking of a unified district logo.

SEL and Cultural Needs

- Creation of a Community Resource Guide
- Creation of intradistrict communication processes in the continuity of student support during transitional years.
- Development of the MTSS team and identification of academic and SEL support systems.
- Create a process for the identification and selection of resources to meet the SEL and cultural needs of our students or community.
- Adopt a social-emotional screener to identify students with unmet SEL needs or students experiencing trauma or crisis.
- Establish a process for student anonymous reporting and a process for implementing support.
- Convene a group of stakeholders to identify and address the multicultural or unconscious bias present in our school system.
- Continuing to increase targeted counseling support based on screeners, data, and referrals.
- Development of an SEL District Committee to define school-wide management systems and select curriculum of SEL teaching.
- Provide annual professional development to increase the cultural and SEL competency in our staff.