



Blueprint Updates

June 13, 2017

*Building on our tradition of excellence –
planning for the future.*





Rigorous Coursework

Strategy:	Review grading and report card systems and ensure that they are congruent K-12 and that grades are reflective of learning.
Accomplishments:	<ul style="list-style-type: none">• Developed a K-12 philosophy for grading which will ultimately guide all grading practices used throughout the district K-12.<ul style="list-style-type: none">• Include: Purpose & belief statements about grades and process• Developed a long range implementation plan for aligning classroom and school policies & practices with stated purpose
Recommendations:	<ol style="list-style-type: none">1. Adopt the philosophy as a Brighton Central School District Philosophy for Grading Practices.2. Create a forum to capture student voices regarding grading experiences.3. Create opportunities at each building to read specific articles related to grading.<ul style="list-style-type: none">➤ At the K-12 level, use the adopted philosophy to implement at least one area in need of change to better align to philosophy.4. Endorse a multiyear professional development plan to support the shift in grading practices among all staff.5. Convene a committee to ensure that Schooltool functionality aligns with preferred grading practices.



Rigorous Coursework

Strategy:	Establish a common/districtwide definition of rigor by which all of our curriculum and pedagogies are gauged.
Accomplishments:	<ol style="list-style-type: none">1. Reviewed of the research on rigor2. Developed tools for instruction and assessment for use across all district related work<ol style="list-style-type: none">1. Checklist2. Rubric3. Conducted trial runs of tool usage and created feedback mechanism for broader staff input.4. Developed roll out/use plan
Recommendations:	<ol style="list-style-type: none">1. Adopt the district wide definition of rigor, introduce the tools supporting rigorous instruction and assessment design and begin using them as appropriate across the district.2. Embed the rigor tools in district professional development work.3. Define prioritized standards within courses and then align vertically within content areas. (Prioritized standards will allow teachers to know where depth of learning should occur.)4. Design rigorous, curriculum-embedded performance tasks for each course aligned to priority standards. At the K-5 grade level, include one humanities and one STEM task.5. Collect and publish a set of BCSD anchors and exemplars related to instructional practice and assessment which set standards for rigor and celebrates our work with the larger community.6. Develop tools and processes to support high quality curriculum implementation which ensures all Brighton students achieve our the District's vision and mission.



Rigorous Coursework

Strategy:	Increase participation in advanced classes by identifying and addressing barriers to participation in enriched/accelerated courses.
Accomplishments:	<ol style="list-style-type: none">1. Created common messaging media (i.e. PPT) which can be shared with staff/community in order to begin establishing need.2. Determined current barriers for participation.3. Researched best practices through readings and possible visitations to other districts.4. Developed implementation plan to address barriers.
Recommendations:	<p><u>K-12:</u></p> <ol style="list-style-type: none">1. Present an overview to ALL faculties before building work officially begins2. Review the process for recommending students for advanced classes and the potential barriers that exist <p><u>K-8 General:</u></p> <ol style="list-style-type: none">1. Adopt a building goal for how to identify students for acceleration/ES which includes an evaluation of the identification process for ESS K-5, K-82. Identify current resources that can be used to meet the needs of the target population.3. Provide professional development – Identification, multicultural education, bias



Rigorous Coursework

Strategy:	Increase participation in advanced classes by identifying and addressing barriers to participation in enriched/accelerated courses.
Recommendations (cont'd):	<p><u>K-8 Math Specific:</u></p> <ol style="list-style-type: none">1. Adjust the Math League Test and MAP cut scores. consider accelerated math performance during scheduled student reviews.2. Have the ES math review committee do the following:<ol style="list-style-type: none">1. Adjust the Math League Test and MAP cut scores in order to potentially increase opportunities for specific, targeted groups of students (i.e. students in poverty and of color)2. Increase teacher skills at differentiating the instruction3. Review the accelerated math probation policy3. Increase accessibility to programs like Math League, reading and math support for students who need it because they are on the cusp, and offer a summer program to support enrichment. <p><u>BHS Specific Recommendations:</u></p> <ol style="list-style-type: none">1. Review advanced/AP demographic data with ALL faculty2. Review AP recommendation policies and identify potential barriers3. Adopt and pilot changes for the AP Psych & AP Statistics courses at BHS in 2018-2019 in order to increase participation of students who are NOT typically taking AP or advanced courses before they graduate.4. Explore Webster/Victor/Fairport/Penfield/Pittsford and what they did to increase participation in advanced classes for all students.5. Review and revise the current AP EXAM fee form for possible hidden barriers



Instructional Technology: Access

Strategy: Ensure that all students (K-12) have access to the appropriate technological tools.

- Accomplishments:**
1. 8th grade student device rollout was a success! Working with TCMS Library and IT department to work out some early implementation support "bumps" to ensure efficient support for students.
 2. Conducted Admin PD to familiarize all administrators with the common language and tools of the 21st Century Initiative. Visiting Teacher Leader meetings at TCMS and BHS to update and overview 21st Century tools and classrooms to identify needs for classrooms next year.
 3. Tablet rollout completed for 9th grade teachers mid-year.
 4. Adjusted device selection for 8th and 9th grade next year based on feedback from multiple stakeholders.
 5. FRES gearing up for a switch to Windows tablets in 5th grade to support curricular needs and keyboarding initiative.

- Recommendations:**
1. Move forward with the planned student device deployment in 2017-18 to include:
 - Add 5 iPad classrooms at both CRPS and FRES in 2:1 school-based (classroom) access model
 - 5th grade 2:1 to support keyboarding initiative
 - Grades 6 and 7 in 2:1, school-based (cart) access model; Grades 8 and 9 in 1:1, 24/7 access model
 2. Support a 1.0 MST coach/instructional leader for both FRES and CRPS to extend the support for K-5 teachers to implement above



Instructional Technology: Staff Use

Strategy:	Ensure that staff are supported in their professional learning to ensure that tools are used to enhance student learning (to support a student-centered learning environment).
Accomplishments:	<ol style="list-style-type: none">1. Summer PD sessions were held for new tablet users in July and August. Tech Fest PD offerings featured peer to peer PD sessions on a variety of tech tools.2. Conducted a regular meeting of TCMS teacher representatives to support tablet integration.3. Coordinated with Teacher Center to align work of instructional coaches (swoop) and 21st Century Initiative goals.4. Distributed tablets and provided PD to 9th grade teachers midyear.5. Worked with FRES Building Team to organize training on MyOn and Discovery Education resources.6. Implemented a menu of PD opportunities (Office 365, Schoology, Teaching with Technology, Blended/Online Learning) through the Teacher Center to support teachers.7. Planned dates for training this summer are July 5/6 and August 1/2.8. EdCamp BrightonNY (Tech Fest) on July 18 will focus on peer to peer learning in a conference format.
Recommendations:	<ol style="list-style-type: none">1. Increase teacher representation on the Innovative Teaching and Learning Team2. Conduct PD for teachers in conjunction with the Teacher Center at all grade levels with the emphasis on student-centered pedagogy and purposeful technology use.3. Assess student performance that includes language from the ISTE Standards to promote integration of digital learning tools.



Instructional Technology: Collaboration

Strategy:

Support teaming to support professional growth and develop a system that allows teachers to be more connected with colleagues in other buildings in order to enhance professional learning around technology. Ensure that technology is used to support professional learning communities. Develop a system that allows teachers to be more connected with colleagues in other buildings in support of professional learning around technology.

Accomplishments:

1. Organized and supported a visitation of 9th grade teachers to TCMS to see 21st Century classrooms in action and connect with colleagues to share ideas, ask questions, and learn together.
2. Collaborated with Communications Office to start a “TECH Tools in the Classroom” video series.
3. Supported 20+ teachers and administrators to attend the NYSCATE conference in November. This includes three of our teachers who presented their work (Cathleen Hutter, Carol Flanigan, and Robyn Ackerman).

Recommendations:

1. Continue inter-building visitations to facilitate pedagogical conversations between teachers.
2. Continue to document our success stories.



Instructional Technology: Student Use

Strategy:	Adopt a standard set of tools that are used to communicate student performance to all relevant stakeholders.
Accomplishments:	<ol style="list-style-type: none">1. Schooltool PD in August, September, November, and December to support Parent Portal implementation at BHS and TCMS. Schooltool is in use for reporting grades and progress in all classrooms at TCMS and BHS.2. Created a reporting process to allow administrators at TCMS and BHS to identify students in need of additional support and monitoring by building teams.3. Push notifications are now enabled in Schooltool for teachers to “direct message” students on an individual basis.4. Met with Mindex to discuss implementation plan for systemic push notifications to be included in Schooltool. Mindex plans on this feature being functional in the Summer 2017 release (v. 14.0).
Recommendations:	<p>Innovative Teaching and Learning Team to develop:</p> <ul style="list-style-type: none">• A scope and sequence of instructional skills and dispositions based on the ISTE Standards during the fall of 2018 to be used to support teacher PD.• Implement digital citizenship lessons from Common Sense Media to provide a solid foundation for future student decision-making.



Instructional Technology: Assessing Impact

Strategy:	Develop a system for gathering input from all users regarding the effectiveness of the tools (in order to report impact of digital tools on student learning on an annual basis).
Accomplishments:	<ol style="list-style-type: none">1. District Technology Team – increased membership to include teacher representatives, administrators, and instructional technology staff from all four schools.2. Rebranding the team to focus more on Teaching and Learning with digital tools: new name = Innovative Teaching and Learning Team.3. Meeting weekly with representatives from 8th grade teams at TCMS. DISL attends building technology meetings in all four buildings to gather feedback.4. Survey of parents, teachers, and students was completed and reviewed by District Technology Committee.5. Focus Group of 8th Grade students was conducted to get direct feedback from students.6. Regular meetings with TCMS teacher committee to troubleshoot tech issues.7. District Technology Committee reviewed help desk ticket data to identify patterns of need and opportunities for PD.8. Based on feedback from all groups, adjustments to device accessories, distribution process, and parent support are currently being made for 2017-18.
Recommendations:	<ol style="list-style-type: none">1. Continue to interact with multiple stakeholder groups to identify needs and collaborate on solutions.

Supporting Documents

K-12 Philosophy for Grading Practices

The purpose of grades is to provide high-quality information about student learning to students, parents, teachers, administrators, and other educators. They should reflect achievement of identified learning standards and support student motivation to learn.

To be high quality, grades must be:

Meaningful

Grades should reflect the measure of student learning against a defined set of standards.

- Grades should clearly show the student's areas of strength and areas that need improvement.

Consistent

Grades should be derived consistently across classrooms in order to negate the impact of subjectivity.

- Across grade level/courses, there will be an agreed upon set of non-negotiable prioritized standards
- Common understanding of quality within these standards should be established through calibration within and across grade levels

Accurate

Grades should reflect academic achievement of identified learning standards. Nonacademic factors could be reported but not included in the measure of achievement.

Supportive of Learning

Grades should be supportive of learning and involve the student in the entire learning process.

- Descriptive feedback correlated to identified standards is essential. Students will have opportunities to reflect on that feedback and revise their performance.