Brighton Blueprint-2016

Brighton CENTRAL SCHOOLS

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

BRIGHTON B BELIEVES
INTEGRITY
RESPECT
RESPONSIBILITY
KINDNESS
SELF·CONTROL

Dear Colleagues and Members of the School Community,

The Brighton Blueprint has been an effort to build upon excellence with an eye towards the future. **More specifically, this work has been meant to provide our organization with a clear focus in our efforts to continuously grow, improve and adapt to meet the ever changing needs of our students and our community.**

Many people were involved in the development of the plans that follow. Many people will be involved in completing action steps that will help us accomplish our goals.

If you'd like more information on how these plans were developed, how we plan on working together to accomplish our goals and what the rationale is behind this work, please consult the materials that follow the work below (p.16). Thank you for all that you have done to create incredible experiences for children. Thank you for all that you will do to continue making them even better.

Here is the plan.

Your Partners in Education,

The Board of Education, Superintendent, Leadership Team and Members of the Blueprint Committee

Annual Action Steps

The following strategies are organized by priority area and year. This is meant to be a year by year summary and quick reference for the projects that will be undertaken each year. The full plan for each strategy listed is written in the following section called Action Plans.

2016-17	Strategies	Who
Safety, Security and Wellness	1. Study how to provide a school day that meets the developmental needs of students.	New Transportation/School Day Committee with parent and staff representatives, Assistant Superintendent for Administration, Building Administrators, Athletic Director, Director of Innovative Learning, Transportation Department
	2. Begin creating an environment that better recognizes and addresses social and mental wellness.	Director of Student Support Programs (SSP), Mental Health Steering Committee and Wellness Committee
	3. Provide a community engaged resource to support current and future Character Education programming	Family Support Center Director (FSC), Director of SSP, Principals, Brighton Believes Council, Communications Coordinator
	4. Provide additional security measures for after-school activities while maintaining an open and welcoming environment.	Assistant Superintendent for Administration (SA), Safety Committee
Rigorous Coursework/ Creativity and Innovation	5. Review grading and report card systems and ensure that they are congruent K-12 and that grades are reflective of learning.	Curriculum Council (CC) and new K-12 CC Subcommittee
	6. Establish a common/districtwide definition of rigor by which all of our curriculum and pedagogies are gauged.	CC and new K-12 CC Subcommittee
	7. Increase participation in advanced classes by identifying and addressing barriers to participation in enriched/accelerated courses.	Building Administrators, Counselors, Teachers, CC and new K-12 CC Subcommittee
	8. Improve our ability to identify the needs of transfer students and program accordingly.	Principals, Counselors, Director of FSC, Assistant Superintendent Curriculum and Instruction (CI), Director of SSP
	9. Provide opportunities for alternative coursework by creating new multidisciplinary courses as well as incorporating the following in existing courses/disciplines: self-directed learning, relevance to college and career, career exploration, project based learning, portfolios and other pedagogical strategies to promote relevance and	CC and new K-12 CC Subcommittee

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	authenticity, student choice over how to show evidence of learning. Develop personalized learning opportunities through online and face to face pedagogies, integrate the arts across the curriculum, and provide opportunities to engage in real world problems with real world audiences.	
Early Childhood Programming	10. Define the development and implementation timeline for Full Day Kindergarten.	BOE, Superintendent, CRPS Faculty and Staff, Brookside Redevelopment Committee
	11. Examine the structures that support best practices and allow for multiple experiences and flexibility (looping, etc) at the K-2 level.	CRPS Faculty and Staff
	12. Define the mission and vision for early childhood education at CRPS, including defining purposeful play.	CRPS Faculty and Staff
Instructional Technology	13. Ensure that all students (K-12) have access to the appropriate technological tools.	New Instructional Technology Committee, Director of Innovative Student Learning, District Tech. Team
	14. Ensure that staff are supported in their professional learning to ensure that tools are used to enhance student learning.	Teachers' Center, Assistant Superintendent CI and Director of Innovative Student Learning
	15. Support teaming that supports 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.	Teachers' Center, Assistant Superintendent CI, Principals and Director of Innovative Student Learning
	16. Ensure that technology is used to support professional learning communities.	Teachers' Center, Assistant Superintendent CI, Principals and Director of Innovative Student Learning
	17. Develop a system that allows teachers to be more connected with colleagues in other buildings in support of professional learning around technology.	Teachers' Center, Assistant Superintendent CI, Principals and Director of Innovative Student Learning
	18. Develop a system for gathering input from all users regarding the effectiveness of the tools.	Director of Innovative Student Learning. Instructional Technology Committee
	19. Adopt a standard set of tools that are used to communicate student performance to all relevant stakeholders.	Director of Innovative Student Learning, District Instructional Technology Committee, Leadership Team

2017-18	Strategies	Who
Safety, Security, and Wellness	1. Develop explicit programming for the instruction of organizational and study skills that support life-long learning and preparedness.	Special and regular education teachers, mental health staff, counselors and administrators
Rigorous Coursework/ Creativity and Innovation	2. Identify real world/problem solving opportunities for students to engage in with a (global) community.	CC and new K-12 CC Subcommittee
	3. Provide explicit instruction in the skills/habits of mind/process that support dispositional thinking including creativity and innovation.	CC and new K-12 CC Subcommittee
	4. Increase staff capacity to differentiate classroom instruction with prioritized curriculum by keeping in mind learning needs of: SWD, ENL, SES and ethnicity	Instructional Leadership Team (ILT), Departments, Grade Level Teams, Leadership Team
	5. Ensure alignment of curriculum, instruction, and assessment practices to BCSD mission and vision by reviewing alignment to teacher evaluation system (District/BTA)	District and Brighton Teachers Association
Early Childhood Programming	6. Develop a plan for transition programming for entering Kindergarten students.	CRPS Math Coach, Literacy Coach, Main Office Secretary, Reading Teachers, Administrators, District Registrar, Assistant Superintendent for Administration, Psychologist, Counselor, ENL teachers
	7. Examine transition from CRPS to FRES and continue to develop programs for both families and students.	FRES and CRPS Administrators, 2nd grade teachers, 3rd grade teachers, mental health staff, parents, students
Instructional Technology	8. Ensure that the district continually reviews the use of technology and its impact on student learning through a multi-faceted data collection approach.	Assistant Superintendent CI, New Instructional Technology Committee, Director of Innovative Student Learning, Principals
2018-19	**Strategies**	**Who**
2018-19	1. Begin building a more comprehensive K-12 Character Education Program.	K-12 teachers, special subject area teachers, mental health professionals, parent representatives, support staff and building administrators

Action Plans

The following plans are organized by Priority Area. In each area a list of strategies (WHAT) have been developed. Initial plans (HOW AND WHO) follow each strategies. The timeframe (WHEN) is indicated on the far left and color coded. Blue: 16-17, Yellow: 17-18, Green, 18-19 or beyond.

Priority Area 1: Safety, Security and Wellness

We believe…

…that families trust us with their children and that the families of our staff members expect their loved ones to be safe in their work environment. Above all else, it will be our priority to make sure that our schools are safe, conducive to learning and fostering overall health and wellness both emotionally and physically.

Therefore, we will…

Timeline	Strategies	Who
2016-17	1. **Study how to provide a school day that meets the developmental needs of students.**	**New Transportation/School Day Committee with parent and staff representatives, Assistant Superintendent for Administration, Building Administrators, Athletic Director, Director of Innovative Learning, Transportation Department**
PLAN	Develop feasible transportation model of what "flipping the day" could look like in order to solicit stakeholder feedback. Provide potential impacts to the community and then develop a survey to ascertain interest. Transportation Department to develop feasibility models by October 15, 2016. Surveys to be administered by November 1, 2016. **Goal for Recommendation:** January 15, 2017 **Goal for Implementation:** September 2017	

2016-17	2. Begin creating an environment that better recognizes and addresses social and mental wellness.	Director of SSP, Mental Health Steering Committee and Wellness Committee
PLAN:	Conduct a program review through the K-12 Mental Health Steering Committee to review current support structures specific to stress, anxiety, and overall social emotional wellness. Committee will work with an outside expert in the field to identify needs K-12 and build a comprehensive plan to address those needs. **Goal for Recommendation:** Preliminary findings in June, 2017. Full report in December, 2017. **Goal for Implementation:** September, 2018	
2016-17	3. Provide a community engaged resource to support current and future Character Education programming.	FSC Director, Director of SSP, Principals, Brighton Believes Council, Communications Coordinator
	Expand the role and responsibility of the Family Support Center. FSC will partner with the K-12 Character Education committee to design and develop programs to educate and connect with parents in order to reinforce what is being promoted during the school day. Communications Coordinator will partner with the building principals and the Brighton Believes Council to develop regular communications reinforcing current Character Education initiatives. **Goal for Implementation:** Throughout 2016-17 school year	
2016-17	4. Provide additional security measures for after-school activities while maintaining an open and welcoming environment.	Assistant Superintendent for Administration, Safety Committee
	The safety committee will study current practices for providing security during evening and afterschool activities. As a result of their review the committee will make recommendations for the implementation of additional or revised practices if necessary. **Goal for Recommendation:** December, 2016 **Goal for Implementation:** September, 2017	

2017-18	1. Develop explicit programming in the instruction of organizational and study skills that support life-long learning and preparedness.	Special and regular education teachers, mental health staff, counselors and administrators
PLAN	Assemble a group of special and regular education teachers, mental health staff and counselors to identify the skills necessary to be successful in school and life. A review of current practices will be conducted and a list of consistent strategies will be developed. The group will make implementation recommendations to the district leadership team. **Goal for Recommendation:** September, 2017 **Goal for Implementation:** September, 2018	
2018-19	1. Begin building a more comprehensive K-12 Character Education Program.	K-12 teachers, special subject area teachers, mental health professionals, parent representatives, support staff and building administrators
PLAN	Conduct a program review through the Wellness Committee to review current character education programs/initiatives and to identify opportunities to develop and adopt a K-12 program. The Wellness Committee will present findings and recommendations to the BOE. The Assistant Superintendent, Building Principals and teacher leaders will then develop a plan to design and implement recommendations. **Goal for Recommendation:** December, 2018 **Goal for Implementation:** September, 2019	

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Priority Area 2: Rigorous Coursework for All Students

We believe…

…that all students should be provided with coursework that is challenging in order to promote individual growth. Each learner will be supported in order to maximize their potential, based on needs and interests. This will necessitate a growth mindset by all.

Priority Area 3: Creativity and Innovation

We believe…

…that our students need to be prepared for professions and life experiences that we have not yet imagined.

Therefore, we will:

2016-17	5. Review grading and report card systems and ensure that they are congruent K-12 and that grades are reflective of learning.	Curriculum Council (CC) and new K-12 CC Subcommittee
PLAN	Study research-based practices pertaining to grading. Create a K-12 philosophy for grading which will guide grade level/department practices. Develop a long range implementation plan for involving all staff. **Goal for Recommendation:** Spring, 2017 **Goal for Implementation:** Starting summer 2017	
2016-17	6. Establish a common/districtwide definition of rigor through by which all of our curriculum and pedagogies are gauged.	CC and new K-12 CC Subcommittee
PLAN	Begin with materials created by CC last year. Create tools to evaluate and create rigorous coursework, instruction and assessments. Develop a professional development plan for building staff capacity. **Goal for Recommendation:** December, 2016 **Goal for Implementation:** Starting summer 2017	

2016-17	7. Increase participation in advanced classes by identifying and addressing barriers to participation in enriched/accelerated courses.	Building Administrators, Counselors, Teachers, CC and new K-12 CC Subcommittee
PLAN	Create common messaging media (i.e. PPT) which can be shared with staff/community in order to begin establishing need. Determine current barriers for participation. Research best practices through readings and possible visitations to other districts. Develop implementation plan to address barriers. **Goal for Recommendation:** January, 2016 **Goal for Implementation:** Begin fall 2017	
2016-17	8. Improve our ability to identify the needs of transfer students and program accordingly.	Principals, Counselors, Director of Family Support Center (FSC), Assistant Superintendent CI, Director of SSP
PLAN	Create a plan which will be completed for each transfer student. Incorporate possible academic and social emotional supports. Establish a system for monitoring transition of transfer students. **Goal for Recommendation:** Fall/Winter 2016 **Goal for Implementation:** As soon as plan is complete.	
2016-17	9. Provide opportunities for alternative coursework by creating new multidisciplinary courses as well as incorporating the following in existing courses/disciplines: self-directed learning, relevance to college and career, career exploration, project based learning, portfolios and other pedagogical strategies to promote relevance and authenticity, student choice over how to show evidence of learning. Develop personalized learning opportunities through online and face to face pedagogies, integrate the arts across the curriculum, and provide opportunities to engage in real world problems with real world audiences.	CC and new K-12 CC Subcommittee
PLAN	Migrate existing curriculum maps to eDoctrina in order to facilitate curriculum analysis and discussions. Develop a tool to vet existing curriculum for above desired practices. Plan to incorporate use of the tool in all future program evaluations, curriculum design and pedagogical based PD. **Goal for Recommendation:** Spring, 2016 **Goal for Implementation:** Begin summer 2017 and ongoing	

2017-18	2. Identify real world/problem solving opportunities for students to engage in with a (global) community	CC and new K-12 CC Subcommittee
PLAN	Provide professional development which aligns to this research base. Support curriculum projects which incorporate these principles. Explore possibilities for incorporating "expedition-type" learning experiences at each grade/course level. Provide funding for pilot projects. Create more formalized mechanism for sharing success. **Goal for Recommendation:** December, 2017 **Goal for Implementation:** Summer 2018 and beyond	
2017-18	3. Provide explicit instruction in the skills/habits of mind/process that support dispositional thinking including creativity and innovation.	CC and new K-12 CC Subcommittee
PLAN	Begin with materials created by CC last year. Develop a professional development plan for sharing with staff. **Goal for Recommendation:** December, 2017 **Goal for Implementation:** Fall 2018	
2017-18	4. Increase staff capacity to differentiate classroom instruction with prioritized curriculum by keeping in mind learning needs of: SWD, ENL, SES and ethnicity	Instructional Leadership Team (ILT), Departments, Grade Level Teams, Leadership Team
PLAN	Begin with leadership team(s) to increase understanding of barriers to student success and differentiation strategies. Incorporate this information as well as work from curriculum prioritization efforts into existing RtI practices. Develop a PD series for staff on those topics in order to increase capacity to address individualized student needs. **Goal for Recommendation:** December, 2017 **Goal for Implementation:** Fall 2018	
2017-18	5. Ensure alignment of curriculum, instruction, and assessment practices to BCSD mission and vision by reviewing alignment to teacher evaluation system	District and Brighton Teachers Association
PLAN	Align identified goals to NYSUT rubric. Provide training to staff and administrators. Incorporate into mentor/mentee training. **Goal for Recommendation:** Spring, 2018 **Goal for Implementation:** Fall 2018	

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Priority Area 4:	Early Childhood Programming

We believe…

…that a strong start and developmentally appropriate practice from the very beginning are essential components of a successful academic program.

Therefore, we will:

Timeline	Strategies	Who
2016-17	**10. Define the development and implementation timeline for Full Day Kindergarten.**	**BOE, Superintendent, CRPS Faculty and Staff, Brookside Redevelopment Committee**
PLAN:	The Board of Education and Superintendent will reengage the community in the development of a kindergarten capital plan. Community input will be sought in September and a potential bond issue will be put up for vote prior to January 1, 2016. **Goal for Recommendation:** Fall, 2016 **Goal for Program Implementation:** Fall 2019/2020 Additional Notes: Summer 2018 summer curriculum work and project work throughout 18-19 will be completed prior to program implementation.	
2016-17	**11. Examine the structures that support best practices and allow for multiple experiences and flexibility (looping, etc) at the K-2 level.**	**CRPS Faculty and Staff**
PLAN	Convene a "structure" committee of representatives from all teams at CRPS to recommend to the Superintendent an appropriate CRPS structure for the support of best developmentally appropriate practices. **Goal for Recommendation:** January, 2017. **Goal for Implementation:** Fall, 2018	

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2016-17	12. Define the mission and vision for early childhood education at CRPS, including defining purposeful play.	CRPS Faculty and Staff
PLAN	CRPS faculty and staff will define purposeful play in terms of the teacher's role and the role of play in student learning. They will also study and develop real world/problem solving opportunities for kids to engage in with community. CRPS faculty and staff will identify and define what is developmentally appropriate at each grade level while also maintaining and defining rigor. **Goal for Recommendation:** Spring, 2017 **Goal for Implementation:** Fall, 2017	
2017-2018	6. Develop a plan for transition programming for entering Kindergarten students.	CRPS Math Coach, Literacy Coach, Main Office Secretary, Reading Teachers, Administrators, District Registrar, Assistant Superintendent for Administration, Psychologist, Counselor, ENL teachers
PLAN	Develop a structured plan for outreach, communication, and transition to school for previously identified 3 and 4 year olds based on current census data. Review newsletters, open house structure, and cooperative play versus academic skills. Include a review of the connections with preschools/daycare/etc. **Goal for Recommendation:** Spring, 2018. **Goal for Implementation:** Spring, 2018	
2017-2018	7. Examine transition to FRES and continue to develop programs for both families and students.	FRES and CRPS Administrators, 2nd grade teachers, 3rd grade teachers, mental health staff, parents, students
PLAN	Establish a "bridge" committee with representation from FRES and CRPS to further develop the transition program for students and families. **Goal for Recommendation:** Fall, 2017. **Goal for Implementation:** 2017-18 school year	

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Priority Area 5:	Instructional Technology

We believe…

…that ALL students and staff should utilize tools and materials that allow them to enhance the learning experience and improve the home-school connection.

Therefore, we will:

2016-17	13. Ensure that all students (K-12) have access to the appropriate technological tools.	New Instructional Technology Committee, Director of Innovative Student Learning, District Tech. Team
PLAN	Conduct a building needs assessment 6 months ahead of device rollout schedule. This assessment will take place in the fall of each year targeting upcoming needs areas. IT Team will meet monthly with building tech teams to review effectiveness of infrastructure and make adjustments. IT Team will review help desk tickets, library loaner cart circulation, and analyze patterns in need. District Tech to explore furniture options that provide power, etc. to support 21st Century Learning. **Goal for Recommendation:** December, 2016 **Goal for Implementation:** 2016-17 school year	
2016-17	14. Ensure that staff are supported in their professional learning to ensure that tools are used to enhance student learning.	Teachers' Center, Assistant Superintendent CI and Director of Innovative Student Learning, New Instructional Technology Committee
PLAN	Develop a new Instructional Technology Committee to create a technology skills curriculum to inform classroom instruction. Work with curriculum leaders to embed 21st Century Classroom technology into subject-specific curriculum work into the program evaluation cycle. Coordinate PLC work in each building with 21st Century Classroom strategies for building-specific training. Embed Digital Citizenship into planning for curriculum development supporting technology. **Goal for Recommendation:** June, 2017 **Goal for Implementation:** 2017-18 school year	

2016-17	15. 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.	Teachers' Center, Assistant Superintendent CI, Principals and Director of Innovative Student Learning
PLAN	Organize and support 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. Work with building admin. teams to utilize existing meeting times to create opportunity for professional development and to share best practices in the use of instructional technology. Deliberately model the use of technology tools in meetings to demonstrate the power of online collaboration. Develop an aggressive marketing strategy to engage teachers in Teacher Center offerings related to using technology to support instruction. **Goal for Implementation:** 2016-17 school year	
	16. Ensure that technology is used to support professional learning communities.	Teachers' Center, Assistant Superintendent CI, Principals and Director of Innovative Student Learning
PLAN	Provide professional development and support based on team, department, building needs. Director of Innovative Student Learning will work with Teacher Center Director and Principals to ascertain need and design structures for support. **Goal for Implementation:** 2016-2017 school year	
	17. Develop a system that allows teachers to be more connected with colleagues in other buildings in support of professional learning around technology.	Teachers' Center, Assistant Superintendent CI, Principals and Director of Innovative Student Learning
PLAN	The Director of Innovative Student Learning will work with pilot teachers and their principals to develop a system for connecting colleagues throughout the district. **Goal for Implementation:** 2016-2017 school year	

	18. Develop a system for gathering input from all users regarding the effectiveness of the tools.		**Director of Innovative Student Learning, Instructional Technology Committee**
PLAN	The Director of Innovative Student Learning will work with the Instructional Technology Committee to develop a system for gathering input and making future recommendations based on this feedback. **Goal for Recommendation:** October, 2016 **Goal for Implementation:** December, 2016		
2016-17	**19. Adopt a standard set of tools that are used to communicate student performance to all relevant stakeholders.**		**Director of Innovative Student Learning, District Instructional Technology Committee, Leadership Team**
PLAN	Support teacher use of SchoolTool to communicate near real-time student progress in all classrooms 6-12. Coordinate with community education office to organize "Parent University" outreach sessions. Explore SchoolTool capability to support push notifications. Explore newly developed classroom spaces in SchoolTool. **Goal for Implementation:** 2016-17 school year		
2017-18	**8. Ensure that the district continually reviews the use of technology and its impact on student learning through a multi-faceted data collection approach.**		**Assistant Superintendent CI, New Instructional Technology Committee, Director of Innovative Student Learning**
PLAN	Evaluate professional development practices supporting 21st Century Classroom initiative. **Goal for Recommendation:** June, 2017 **Goal for Implementation:** 2017-18 school year and ongoing		

Rationale and Planning, and Decision Making

We have reached a critical moment in our history as an organization.

The Brighton Central School District has historically engaged in the developed of strategic plans. Each building and the district as a whole have utilized different shared decision making models to develop goals, to measure their progress in meeting those goals and to research areas that could be explored further for continuous improvement. Over the past 7 years the district has shifted to an aligned model for planning. The Board of Education adopted "priority areas" that signaled to each program and building what their primary areas of focus should be. At the same time, different groups throughout the district engaged in research, planning and project development rooted in the need to address these priority areas. The results of these efforts have been the implementation of a wide variety of programs, services and innovative projects. Students continue to achieve at a high level, the staff continues to demonstrate excellence in their work and the community is providing an exceptional level of support in many ways. However…

We recognize the following:

1. We have capacity in a variety of ways and the ability to deploy resources that will support continuous growth.
2. We need to be thoughtful in this deployment of resources and careful in how we plan to do so.
3. The "reform agenda" caused significant disruption to the greater system. We need a vehicle to provide our organization with stability and predictability in the change process.
4. We should build upon past success.
5. We should continue to engage students, staff and parents in the planning and implementation process.
6. The student and parent experience is better when we are focused, well-planned and consistent as a K-12 organization.

The Blueprint process is an effort designed to bring all of our previous efforts, traditions and understandings under one umbrella and to find out how we can continue to grow and evolve in meeting the needs of our students.

Process Information:

1. *Research and Development Phase:* A variety of Leadership Team and Board of Education discussions and projects over several years led to the thinking behind this project. During the summer of 2015 a grant was secured to begin working with an outside research firm in order to develop survey instruments that would allow us to efficiently and effectively gather feedback from the school community. K12 Insight facilitated the development of a community feedback survey that was administered during fall of 2015. The results of that survey were used to develop an additional survey administered during the spring of 2016. The fall survey focused on satisfaction and perceptions in a variety of areas. The second survey focused on gathering more detailed information related to the perceptions communicated by respondents to the first survey. Staff, students, parents and community members were all provided with an opportunity to respond.

   Focus groups were utilized in order to dig further into responses from the first survey.

2. *Planning Preparation Phase:* Draft concepts and potential plans were being developed to address important areas for consideration:

3. *Blueprint Retreat Phase:* A day-long planning session was held to review the information gathered and developed in the first two phases. Participants included representatives from all staff groups, parents, students and the Board of Education. Team members were provided with materials to review in advance. Teams worked to edit our mission and then our vision of what that looks like (the why's). Teams then developed a set of "guiding ideas" that represent the district's mission and vision. Finally, teams reviewed each previously identified priority area to develop strategies for what we should be doing to fulfill our mission on each area (the what's). The Blueprint has been refined and developed through additional work by the Board of Education and Leadership Team focused on "how" and "when" we will address the "what's" based on resource availability and the need to involve many collaborators in deciding how an idea becomes a meaningful change.

4. *Blueprint Implementation:* Brighton's Blueprint is a comprehensive plan that defines our systems for working together, our aspirational and practical goals for the work to be done in the short and long term, and our longer range plan for supporting the work with resources and facilities. The Blueprint will be updated and revised annually based on changing circumstances and evolving needs. It is expected to be a living document that can focus the work of shared decision making teams and bring us together in our shared efforts to best support each child and family in the community.

A. Organizational Structure and Shared Decision Making Process:
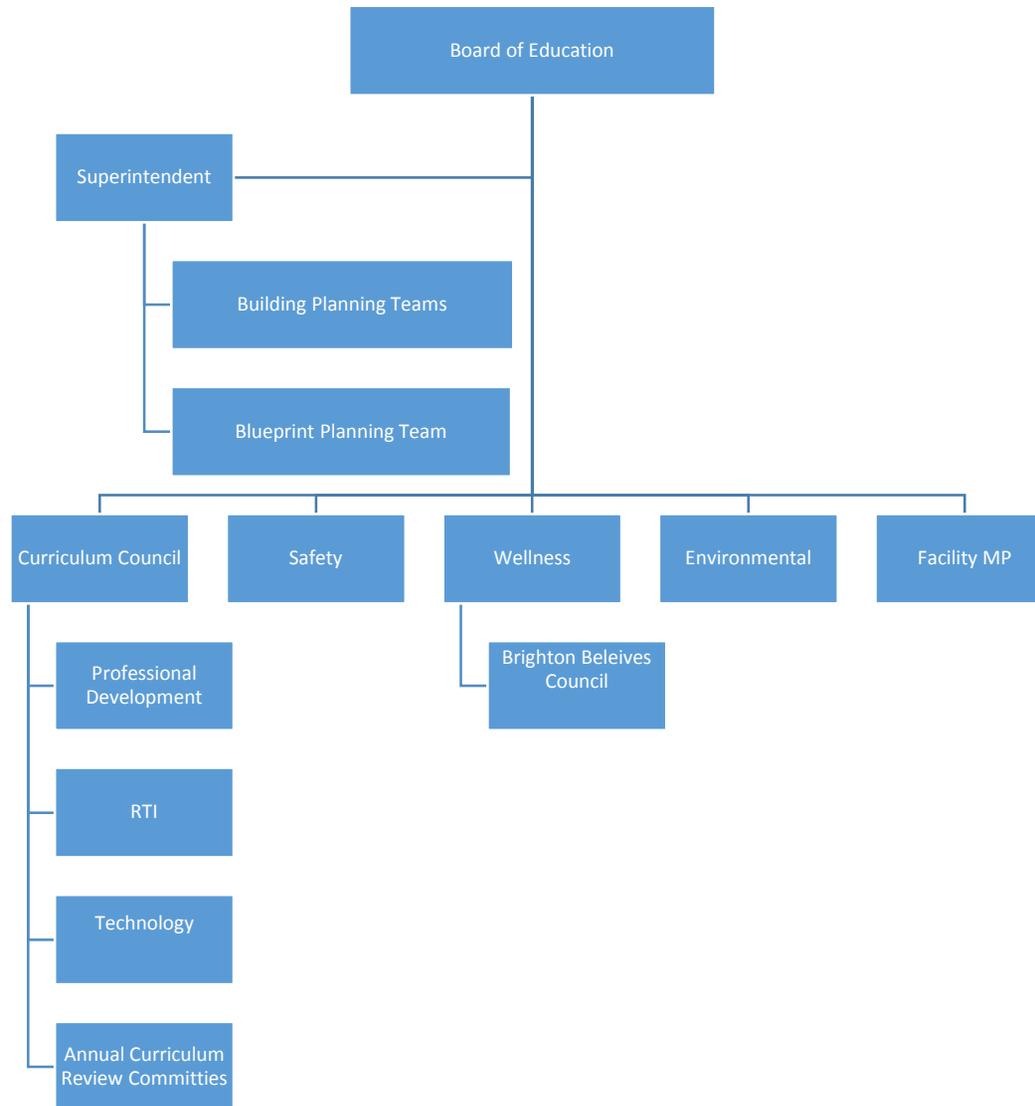
B. Annual, Ongoing Planning Process:

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Last Monday in June: Blueprint Retreat-Blueprint Reviewed by district-wide planning team. Progress report given by each building planning team and district committee. Short and long term goals adjusted in draft form.

First week of August: Leadership Team/ Board of Education Retreat- Blueprint updates finalized and action plans adopted.

August: Committee charters finalized based on blueprint goals. All materials communicated. Blueprint presented and formally adopted by the Board of Education.

September: Committees and Planning Teams meet to plan work for the year.

November/February/June: Community provided with updates through BOE meeting updates and committee check-ins.

C. <u>**Suggested Timeline for Project Research, Planning and Implementation:**</u>
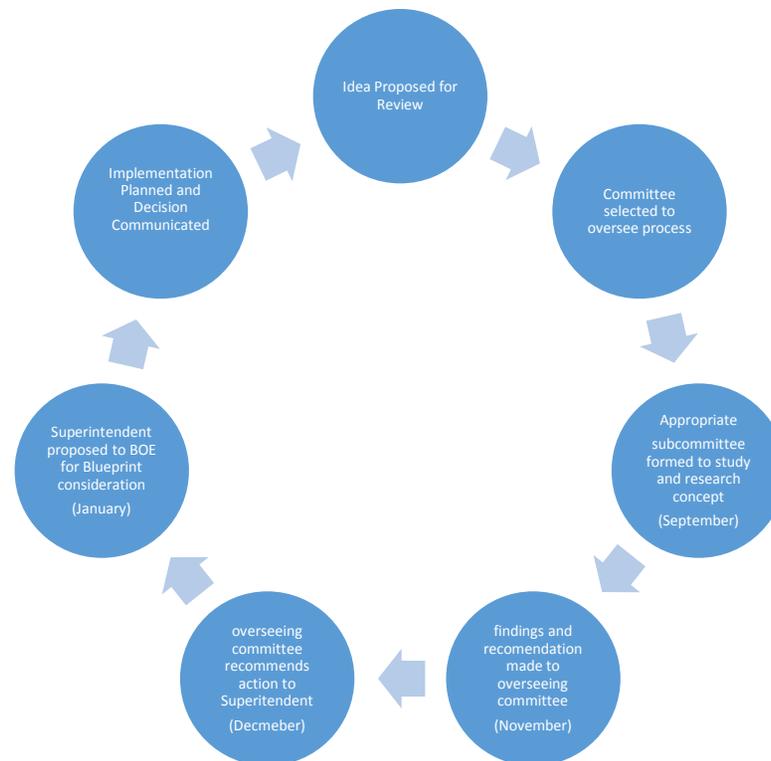
D. <u>**Relationship of Mission to Vision and to Guiding Ideas/Updated M-V-GI:**</u>

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Mission:

Broad statement that says, this is what we do and hope to be.

Consider this to be the constitution.

Vision:

Series of more specific statements that describe what it looks like when we are fulfilling the mission.

Consider these to be state laws, codes and rules.

Guiding Ideas:

Simply stated, essential concepts that the group agrees should be considered when goals are developed in each priority area. They should reflect the broader mission and the specific vision.

Consider these to be double yellow lines, traffic lights and speed limit signs.

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Mission- What our job is...

The mission of the Brighton Central School District is to realize the high aspirations our community has for its children. We expect all students to achieve their full potential for personal development, educational success, and lifelong learning. We are committed to equipping students with knowledge, values, and skills that will enrich their lives and enable them to become responsible, contributing citizens of a changing global community.

Vision- What it looks like..

Students will develop a core base of knowledge and skills in:

The Arts	Mathematics
English Language and Literature	Physical Education
Foreign Language	Science
Health	Technology Education
History and Social Sciences	

…that will be used in solving authentic problems and making important decisions.

Students will develop a strong sense of self by:
- Having choice and shaping their own learning
- Valuing and producing high quality work
- Succeeding in a variety of learning opportunities
- Seeing mistakes and revision as a part of the learning process
- Using their voice to advocate for self and others

Students will understand the role of the citizen in a democratic society by:
- Demonstrating responsibility for the common good
- Recognizing the worth of each individual
- Participating in activities to help others
- Accepting diversity of beliefs and cultures

Students will demonstrate attitudes and skills necessary to become lifelong learners.
Students will be collaborative, creative and productive, growing into independent adults in an economically, culturally, and technologically changing world.
Students will demonstrate character and ethical behavior and be able to support a personal value system.
Students, faculty and parents will recognize the interrelationships of the disciplines and will integrate the skills of these disciplines in their learning.
Students will demonstrate that they can think and act critically and creatively for an authentic audience.

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1. Collaboration – amongst faculty and students

2. Real world/authentic experiences

3. Student choice/personalization/flexible/passion and joy towards learning

4. Environment for risk taking, mistakes are part of learning

5. Develop attitudes and behaviors

6. Accessible to all (Inclusionary) - There is a collective responsibility toward educating all.

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Acknowledgements

Thank you to the Blueprint Planning Team for their passionate and thoughtful work on this project. Their ability to deeply reflect on feedback from the community, data regarding student performance and new thinking about strategies for meeting the needs of today's students yielded incredible discussion and meaningful action steps that will help all students and their families.

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Thank you to the Board of Education for their leadership and support of this project. As elected representatives of the community it is their never ending commitment to continuous growth and improvement that pushes the organization to think more broadly and to always strive to build upon our tradition of excellence.

Thank you to the Leadership Team for their constant focus on careful planning, successful implementation and finding new ways to meet the needs of each individual child. Their skills as leaders and commitment to all stakeholders in the school the community has resulted in a meaningful plan that can and will be implemented with fidelity.

Thank you to our outside partners, K-12 Insight, for their assistance in gathering and understanding community feedback. Thank you to State Senator Joseph E. Robach for securing financial support for this essential aspect of the planning process.