



Dear Members of the School Community,

The Brighton Blueprint was first developed in June of 2016 following a long and thoughtful process to gather feedback and analyze both our success and opportunities for growth. A wide variety of stakeholders were involved in offering feedback and in ultimately developing the plan. Staff members, parents, students, the Leadership Team and the Board of Education all participated in this work. The result was a comprehensive and ambitious plan that clearly identified the district's shared priorities for focusing attention, resources and efforts to grow. More specifically, the plan provided the 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.

Throughout the 2016-17 school year, action plans were developed, progress was reported and initiatives were recommended or implemented.

At the conclusion of the year, each area was assessed and another planning retreat was held with approximately 50 representatives from the community and organization. This group focused on developing "strategies" or to-do items to accomplish goals for each of the priority areas. Additional planning by the Board of Education and Leadership Team was done to identify more specific plans for addressing each strategy and to identify the resources needed for each.

Please note that the priority areas have shifted slightly based on work accomplished last year and emerging needs identified within the district. Diversity and Equity have been added as a priority area while also being included as a lens for each of the other areas to consider in their planning.

This document is organized so as to be a useful resource for all members of the school community to be able to clearly and quickly see the work that we will all be focused on.

So... **Here is the plan**

- **Action Steps and Plans for 2017-2018: page 2-15**
- **Summary of Work completed in 2016-17: pages 16-19**
- **Additional Notes and Materials Created by Blueprint Team Members: pages 20-22**
- **District Shared Decision Making Process and Organizational Structure: pages 23-24**
- **Mission/Vision and Guiding Principles: pages 25-27**

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.

	Safety, Security, and Wellness --- Strategies
2017-18	<ol style="list-style-type: none"> 1. Study how to provide a school day that meets the developmental needs of students. 2. Begin creating an environment that better recognizes and addresses social and mental wellness. 3. Provide additional security measures for after-school activities while maintaining an open and welcoming environment.
2018-19	<ol style="list-style-type: none"> 4. Provide a community engaged resource to support current and future Character Education programming.
	Rigorous Coursework/Creativity and Innovation--- Strategies
2017-18	<ol style="list-style-type: none"> 1. Review grading and report card systems and ensure that they are congruent K-12 and that grades are reflective of learning. 2. Establish a common/districtwide definition of rigor through which all of our curriculum and pedagogies are gauged. 3. Increase participation in advanced classes by identifying and addressing barriers to participation in enriched/accelerated courses. 4. Improve our ability to identify the needs of transfer students and program accordingly.
Ongoing	<ol style="list-style-type: none"> 5. Programming: <ol style="list-style-type: none"> a. Provide opportunities for alternative coursework by creating new multidisciplinary courses (6-12). b. Develop personalized learning opportunities through online and face to face pedagogies. c. Integrate the arts across the curriculum. 6. Increase staff capacity to differentiate classroom instruction with prioritized curriculum by keeping in mind learning needs of: SWD, ENL, SES and ethnicity 7. Examine the structures that support best practices and allow for multiple experiences and flexibility (looping, etc) at the K-2 level. 8. Define the mission and vision for early childhood education at CRPS, including defining purposeful play.
2018-19	<ol style="list-style-type: none"> 9. Develop explicit programming in the instruction of organizational and study skills that support life-long learning and preparedness. (Moved from SSW) 10. Ensure alignment of curriculum, instruction, and assessment practices to BCSD mission and vision by reviewing alignment to teacher evaluation system (District/BTA) 11. Incorporate the following into existing courses/disciplines: Inquiry and project based learning, opportunities to engage in real world problems with real world audiences, relevance to college and career, and student choice over how to show evidence of learning. 12. Provide explicit instruction in the skills/habits of mind/process that support dispositional thinking including creativity and innovation. 13. Develop a plan for transition programming for entering Kindergarten students. 14. Examine transition from CRPS to FRES and continue to develop programs for both families and students.
	Instructional Technology---Strategies

2017-18	<ol style="list-style-type: none"> 1. Ensure that all students (K-12) have access to the appropriate technological tools. 2. Staff Use: Ensure that staff are supported in their professional learning to support student-centered learning environments. 3. Collaboration: 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. 4. Student Use: Ensure that students have the necessary skills to utilize technology to meet the District adopted ISTE standards. 5. Assess Impact: 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). 6. Adopt a standard set of tools that are used to communicate student performance to all relevant stakeholders.
	Diversity and Equity---Strategies
2017-18	<ol style="list-style-type: none"> 1. Establish a diversity and equity committee that will be charged with the following: <ol style="list-style-type: none"> a. Establish a common definition for equity in an educational setting b. Study elements of equity and diversity that should be considered: <ol style="list-style-type: none"> a. Curriculum <ol style="list-style-type: none"> i. What we teach ii. Resources to use b. Instructional practices <ol style="list-style-type: none"> i. Unconscious bias c. School climate and culture building d. Opportunities and access to all programs and services e. Family and community engagement for all f. Human resources

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
2017-2018	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	<ol style="list-style-type: none"> 1. Commit to developing an implementation plan to <u>at least</u> start high school later <ol style="list-style-type: none"> a. Perform a detailed gap analysis to “do it right” b. Develop specific action items 2. Address homework concerns 3. Build into long-range Facilities Plan 4. School Start Time <ol style="list-style-type: none"> a. Develop strategies to address access for community youth groups – facility plan b. Collaborate with Section V to coordinate athletic competitions c. Prepare survey with key metrics to compare our capacity and demand <p>Goal for recommendation - March 2018 Goals for implementation - TBD Contingent on recommendation</p>	
2017-2018	Begin creating an environment that better recognizes and addresses social and mental wellness.	Director of SSP, Mental Health Steering Committee and Wellness Committee

<p>PLAN:</p>	<ol style="list-style-type: none"> 1. Use consultants’ guidance and their recommendations to create a multi-tiered plan that includes increasing our use of tier I and tier II strategies which would in turn reduce our need to utilize trauma based interventions. 2. Defining roles (K-12) <ol style="list-style-type: none"> a. Teachers, case workers, administrators, counselors, psychologists, etc. b. Communicate roles to parents/community c. PD and support for Mental Health Staff and teachers d. Holding people accountable and maintain boundaries – educate on who to refer things to e. Look for and identify unintended consequences for a-d <p>Goal for Recommendation: Comprehensive Plan including defining roles by end of school year June 2018</p> <p>Goal for Implementation: Start of 2018-2019 school year</p> <p>FUTURE CONSIDERATIONS (2018-beyond)</p> <ol style="list-style-type: none"> 3. Adopt a comprehensive lens Communicate differently with families to reach all; Identify and reach the remaining families in new/innovative ways Individual approach for those with unique needs (i.e. ELL’s, poverty, single parents, family in crisis, etc.) Comprehensive resource list 4. Explore resources for Tier I/Tier II classroom interventions Character Ed and PBIS For families (mental health, culturally diverse, religious, etc. 	
<p>2017-2018</p>	<p>Provide additional security measures for after-school activities while maintaining an open and welcoming environment.</p>	<p>Assistant Superintendent for Administration, Safety Committee</p>
	<ol style="list-style-type: none"> 1. Improve infrastructure of security systems – shifting from investigatory tool to “rapid response” tool. 2. Supplement B-shift security supervision for District-wide coverage by adding a B-shift security guard. 3. Improve training and coordination of event supervision staff. 4. Amend facility use procedures to ensure outside groups understand emergency response plans. 5. Provide additional security for after-school activities while maintaining an open and welcome environment <ol style="list-style-type: none"> i. Create sub-committee to do the following: <ol style="list-style-type: none"> 1. Develop comprehensive plan for after school events (i.e. role for staffing and venue plan 	

	<ol style="list-style-type: none"> 2. Develop training for all B&G (expectations for all staff) 3. Review expectations and procedures to be included in the facility use guidelines <ol style="list-style-type: none"> 6. Transportation Services – accurate account of all students <ol style="list-style-type: none"> i. Explore systems that assist with PM ridership accountability ii. Evaluate cost-benefit of transportation services valued by families 7. Provide safe and efficient PM dismissal procedures at all schools <ol style="list-style-type: none"> i. Review current plan <ol style="list-style-type: none"> 1. Parent pick up 2. Vehicular traffic 3. Access to buildings when buildings are unlocked ii. Conduct site visit to discuss implementation strategies iii. Continue to explore transportation options to achieve a later start time <p>Goal for recommendation – December 2017 Goal for implementation – September 2018</p>	
2018-2019	Provide a community engaged resource to support current and future Character Education programming.	FSC Director, Director of SSP, Principals, Brighton Believes Council, Communications Coordinator
	<ol style="list-style-type: none"> 1. Incorporate Healthy Habits into every child’s day, including: exercise, healthy food choices and breathing techniques to reduce stress. 2. Combine Character Education initiatives with the Mental Health Evaluation recommendations. 3. 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. 4. 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. <p>Goal for Recommendation: December, 2018 Goal for Implementation: September 2019</p>	

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:

2017-2018	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	<p>1. Use adopted philosophy and:</p> <ol style="list-style-type: none"> 1. Provide the opportunities to teachers to enhance their understanding of the research and best practices around grading and reporting in order to co-construct expectations for those practices which align to the district's grading philosophy <ol style="list-style-type: none"> a. Completed by June 2018 by TBD groups in each building 2. Endorse a multiyear professional development plan to support the shift in grading practices among all staff. <ol style="list-style-type: none"> a. Completed by Mid-Year - 2018 3. Adopt K-5 report card which supports the district grading philosophy <ol style="list-style-type: none"> a. Completed by: Mid-Year 2018 b. Implemented: Fall, 2018 <p>FUTURE CONSIDERATIONS:</p> <p>2. Codify Habits of Mind concepts and incorporate into report cards (i.e. Habits of Work & learning?)</p> <ol style="list-style-type: none"> 1. Provide PD to all staff to incorporate these concepts 	<p>Equity:</p> <ul style="list-style-type: none"> • When students are interviewed be sure students from across experiences are given a voice. • Incorporate equity issues into reading for all staff • Review role grades play on motivation to continue
2017-2018	Establish a common/districtwide definition of rigor through which all of our curriculum and pedagogies are gauged.	CC and new K-12 CC Subcommittee
PLAN	<p>1. Introduce the tools supporting rigorous instruction and assessment design and begin using them as appropriate across the district.</p> <ol style="list-style-type: none"> a. Who: Instructional Leadership Team, Team Leader/Coordinator training throughout school year 	<p>Equity:</p> <ul style="list-style-type: none"> • Need to understand a child's context when thinking about HW completion,

	<p>b. When: District Professional Days, Curriculum and Assessment Design PD, Summer and Fall 2017</p> <ol style="list-style-type: none"> 2. Embed the tools in district professional development work. <ol style="list-style-type: none"> a. Who: Professional development facilitators b. When: Summer 2017 and beyond 3. Define prioritized standards within courses and then align vertically within content areas. <ol style="list-style-type: none"> a. Who: K-5 ELA, math, social studies, science; 6-12 content areas b. When: Ongoing – Summer 2017, Summer 2018 4. Diversify assessment practices integrating authentic opportunities where students develop a voice. Design rigorous curriculum-embedded performance tasks for each course aligned to priority standards. At the K-5 level, include one humanities and one STEM task. <ol style="list-style-type: none"> a. Who: K-5 ELA, math, social studies, science; 6-12 content area b. When: After standards are prioritized, creation of performance task will be completed by Spring 2018. 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. Create an assessment system that recognizes state and local ends – celebrate both. <ol style="list-style-type: none"> a. Who: Team leaders/coordinators/instructional leadership team (to collect examples) b. When: Review assessments at end of 2017-2018 school year in preparation of sharing with community during 2018-2019 school year 6. Develop tools and processes to support high quality curriculum implementation. <ol style="list-style-type: none"> a. Who: Curriculum Council (?) b. When: By January 2018 <p>Goal for Implementation: ongoing starting in summer 2017</p>	<p>access to tools or environmental constraints.</p> <ul style="list-style-type: none"> • High expectations; high supports • Authentic learning that ALL students will value • Universal approach with standardized approach could eliminate bias. • Are we holding ALL to high expectations and providing access?
2017-2018	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	<p><u>K-12:</u></p> <ol style="list-style-type: none"> 1. Create the PPT for K-12 Faculty Presentations <ol style="list-style-type: none"> a. Explain overview and WHY this is a Blueprint Priority b. Share theory of action statement. c. Share the barriers, at each level, that the CC sub-committee identified. 2. <u>2017-2018/2018-2019:</u> Identify strategies and structures to support teachers and students, so that we can successfully achieve our goal. <p><u>K-8 General:</u></p>	<p><u>Equity:</u></p> <ul style="list-style-type: none"> • How do we provide support programs to students for advanced coursework without creating stigma for those students /families in need of that support?

	<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-8 2. Identify current resources that can be used to meet the needs of the target population. 3. Provide professional development – Identification, multicultural education, bias <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 instruction 3. Review the accelerated math probation policy 3. 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 faculty by end of January 2018 2. Academic Policy Committee will review AP recommendation policies and identify potential barriers 3. 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. AP Psych course to meet 6:6 days in cycle. 4. Explore Webster/Victor/Fairport/Penfield/Pittsford and what they did to increase participation in advanced classes for all students. 5. Review the current AP EXAM fee form for possible hidden barriers. Revise as necessary. Fall 2017 6. College Board supported pilot of AP Computer Science Principles. Housed in AIM, with the opportunity for BHS students outside of the AIM program to enroll, if space allows. 2017-2018 <p>Goal for Recommendation: January 2018 Goal for Implementation: Fall 2018</p>	
2017-2018	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	<ol style="list-style-type: none"> 1. Implement plan and monitor progress <p>Goal for Recommendation: Completed 2016-2017 Goal for Implementation: Fall 2017</p>	

Ongoing	Programming: <ul style="list-style-type: none"> ➤ Provide opportunities for alternative coursework by creating new multidisciplinary courses (6-12). ➤ Develop personalized learning opportunities through online and face to face pedagogies. <ul style="list-style-type: none"> ○ Integrate the arts across the curriculum. 	CC and new K-12 CC Subcommittee
PLAN	1. Support the creation and implementation of online courses. 2. Support the development of multidisciplinary courses including those that are considered STEM or STEAM. Goal for Recommendation: Ongoing work Goal for Implementation: Start fall 2017 and beyond	
Ongoing	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	1. 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 Rtl practices. 2. Develop a PD series for staff on those topics in order to increase capacity to address individualized student needs. Goal for Recommendation: No specific recommendation. Incorporate concepts into PD. CIA work that has been identified through other goals. Goal for Implementation: Ongoing	
2017-2018	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	1. Structure to be put into place at Council Rock – Family Groupings – for full implementation Fall, 2018 <ul style="list-style-type: none"> • Grade Level for each teacher determined and communicated • Teaming structure to be determined • Scheduling sub-committee to work throughout next year Goal for Recommendation: N/A Goal for Implementation: September 2018	
2017-2018	Define the mission and vision for early childhood education at CRPS, including defining purposeful play.	CRPS Faculty and Staff
PLAN	1. Building Goal at Council Rock for 2017-18 school year to continue the discussion with a focus on Developmentally Appropriate Practice and vision <ol style="list-style-type: none"> 1. Goal: The entire Council Rock Community will become fluent in what it means to be developmentally appropriate in our practice and ensure joyful learning 2. Objectives: 	Notes: <ul style="list-style-type: none"> • Communication to community/families re: Structure changes • Is there an opportunity for second language introduction at CRPS?

	<ul style="list-style-type: none"> • Delve into the research about Developmentally Appropriate Practice for early childhood programs and our primary school • Develop steps to accomplish our mission for the Council Rock Community. • Identify and implement the practices and structures that support our mission. • Ensure we include all members of our school community. • Continue incorporating Habits of Mind into classroom practices <p>Goal for Recommendation: N/A Goal for Implementation: On-Going throughout the year and beyond</p>	<ul style="list-style-type: none"> • Problem solving – brain dev. • Entry? Expansion of clubs (i.e. Spanish Club) • Family structure – R&I – how will this work? • Extended studies? Whole school enrichment model • Communication • Interpretation by students/families • How do we involve 3rd grade staff in DAP conversations? <p>Equity:</p> <ul style="list-style-type: none"> • Structure/Building Goal – DAP • Add “families” to our language (not just students) • R&I process – access to support for all
2018-2019	Develop explicit programming in the instruction of organizational and study skills that support life-long learning and preparedness. (Moved from SSW)	Special and regular education teachers, mental health staff, counselors and administrators
PLAN	<p>1. 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.</p> <p>Goal for Recommendation: Goal for Implementation:</p>	
2018-19	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	<p>Align identified goals to NYSUT rubric. Provide training to staff and administrators. Incorporate into mentor/mentee training.</p> <p>Goal for Recommendation: Goal for Implementation:</p>	
2018-2019	Incorporate the following into existing courses/disciplines: Inquiry and project based learning, opportunities to engage in real world problems with real world audiences, relevance to college and career, and student choice over how to show evidence of learning.	
PLAN	1. Provide Professional Development in:	Equity:

	<ol style="list-style-type: none"> a. Pedagogical strategies around creativity (i.e. project-based learning, inquiry) b. Innovative pedagogies (taking into account equity components) c. Incorporating the arts <ol style="list-style-type: none"> 2. Increase opportunities for self-directed learning experiences for all students which are embedded into curriculum and assessment. 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. 3. Update our resources to be culturally relevant 4. On grading: Allow student choice on how to show evidence of learning 5. Develop Internship/Mentorship Programs for all students at BHS <ol style="list-style-type: none"> a. Develop an elective where students experience different careers <p>Goal for Recommendation: Goal for Implementation:</p>	<ul style="list-style-type: none"> • Provide PD on equity/bias to all staff • Develop a social justice curriculum which supports problem solving w/real world problems to real world audiences
PLAN	Align identified goals to NYSUT rubric. Provide training to staff and administrators. Incorporate into mentor/mentee training. Goal for Recommendation: Goal for Implementation:	
2018-2019	Provide explicit instruction in the skills/habits of mind/process that support dispositional thinking including creativity and innovation.	K-5 Report Card committee, Bldg principals
PLAN	<ol style="list-style-type: none"> 1. Codify Habits of Mind concepts and incorporate into report cards (i.e. Habits of Work & Learning?) <ol style="list-style-type: none"> 1. Provide PD to all staff to incorporate these concepts 2. Explore use of this language in K-5 report card revision <p>Goal for Recommendation: Goal for Implementation:</p>	
2018-2019	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	<ol style="list-style-type: none"> 1. Explore education/outreach 2. Explore connections to Pre-K/daycare/providers 3. Explore early intervention through screening process prior to K <p>Goal for Recommendation: Goal for Implementation:</p>	
2018-2019	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	1. Explore opportunities for transition to FRES embedded and enhanced with new structure Goal for Recommendation: Goal for Implementation:	
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Priority Area 4: 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:

2017-2018	Ensure that all students (K-12) have access to the appropriate technological tools.	Innovative Teaching and Learning Team, Director of Innovative Student Learning, Building Teams
PLAN	<ol style="list-style-type: none"> Move forward with the planned student device deployment in 2017-18 to include: <ul style="list-style-type: none"> 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 Support a 1.0 MST coach/instructional leader for both FRES and CRPS to extend the support for K-5 teachers to implement above Add a conversation about BYOD (as <u>additional</u> devices) to ensure interchangeability of apps Maintain and improve where necessary systems to ensure that technology works Develop a plan to support students without internet access at home Review the AUP agreements at each building level Review discipline policies with regard to consequences that do not impact access <p>GOAL FOR RECOMMENDATION: June 2018 GOAL FOR IMPLEMENTATION: September 2018</p>	<ul style="list-style-type: none"> Equity: Damaged computers – who pays when a family cannot afford? (Need to think more about this) What is family responsibility to monitor child’s use? And help with student device use? Do all students have Internet access at home? Younger kids cannot “drive” to a public access site Violation of AUP – students would lose device – how does that impact some families? Students don’t/won’t have access to homework, etc. When students break 2 devices – gave laptops – stigmatizing? Same at FRES 2:1 – what if student doesn’t have access to online assignments? What if there is no other device at home? Use of hardship funds to address need. PTSA – specific tech fund

2017-2018	Staff Use: Support professional development in the use of technological tools and how they can enhance learning in student-centered classroom.	Teachers' Center, Assistant Superintendent CI and Director of Innovative Student Learning, New Instructional Technology Committee
PLAN	<ol style="list-style-type: none"> 1. Increase teacher representation on the Innovative Teaching and Learning Team 2. 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. Conduct a curricular crosswalk to encourage multidisciplinary collaboration (2018-2019 SY) <p>GOAL FOR RECOMMENDATION: September 2017 GOAL FOR IMPLEMENTATION: September 2017</p>	
2017-2018	Collaboration: 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.	Teachers' Center, Assistant Superintendent CI, Principals and Director of Innovative Student Learning
PLAN	<ol style="list-style-type: none"> 1. Expand peer to peer professional development opportunities to include classroom visitations, evening events, and student led projects 2. Model the use of technology <p>GOAL FOR RECOMMENDATION: January 2018 GOAL FOR IMPLEMENTATION: January 2018</p>	
2017-2018	Student Use: Ensure that students have the necessary skills to utilize technology to meet the District adopted ISTE standards.	Teachers' Center, Assistant Superintendent CI, Principals and Director of Innovative Student Learning
PLAN	<ol style="list-style-type: none"> 1. Innovative Teaching and Learning Team to develop: <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. • Performance based measures to assess attainment of skills. • Assess student use of technology that includes language from the ISTE Standards to promote integration of digital learning tools. • Implement digital citizenship lessons from Common Sense Media to provide a solid foundation for future student decision-making. 2. Expand opportunities for parent and student input – drive decisions and plans <p>GOAL FOR RECOMMENDATION: June 2018 GOAL FOR IMPLEMENTATION: September 2018</p>	<p>Theory of Action: If we identify teacher leaders and provide them with time and PD aligned to the necessary ISTE skills, then teachers will be able to collaborate to identify the needed ISTE skills in a K-12 technology enriched environment, identify where skills can be embedded in instruction to support curriculum, model the skills, and assess student use of necessary skills to inform instructional planning, so students will use appropriate technology tools to support their learning.</p>

2017-2018	<p>Assessing Impact: Develop a system for assessing progress towards operating in 21st century learning environments by gathering input from all users regarding the impact of digital learning tools on classroom instruction and student learning. Assess effectiveness of the tools (in order to report impact of digital tools on student learning on an annual basis).</p>	<p>Assistant Superintendent CI, New Instructional Technology Committee, Director of Innovative Student Learning</p>
PLAN	<p>1. Continue to interact with multiple stakeholder groups to identify needs and collaborate on solutions.</p> <p>Goal for Recommendation: N/A Goal for Implementation: Start Fall 2017</p>	
2017-2018	<p>Adopt a standard set of tools that are used to communicate student performance to all relevant stakeholders.</p>	<p>Director of Innovative Student Learning, Instructional Technology Committee</p>
PLAN	<p>1 On Parent Portal</p> <ul style="list-style-type: none"> a. Explore the use of push notifications as part of our communication system b. Develop common set of attributes for TCMS and BHS gradebooks and communicate them with parents and students c. Parent education on healthy use of PP to inform supportive discussions with students on progress <p>Goal for Recommendation: N/A Goal for Implementation: June 2018</p>	

Priority Area 5: Diversity and Equity

We believe...

...that ALL students and staff should be an equal member of a school environment that honors and respects the individuality and difference of each person. Students should be provided with a culturally responsive curriculum by a staff that continues their long history of embracing diversity in all forms.

Therefore, we will...

Timeline	Strategies	Who
2017-2018	Establish a diversity and equity committee that will be asked to: <ol style="list-style-type: none"> 1. Establish a common definition for equity in an educational setting 2. Review and provide feedback on the work of the Curriculum Council regarding elements of equity and diversity that are currently being considered and developed: <ol style="list-style-type: none"> A. Curriculum <ol style="list-style-type: none"> i. What we teach ii. Resources we use B. Instructional practices <ol style="list-style-type: none"> i. Unconscious bias 3. Review current school climate and culture building in the diversity/equity area by assessing opportunities and access to all programs and services and the current state of family and community engagement for all. 4. Review district inquiries and requests to provide feedback as requested. 	Board of Education, Blueprint Team Members, Superintendent
PLAN	<ol style="list-style-type: none"> 1. Organize new committee based on Blueprint Team members and other staff or community volunteers. 2. Meet quarterly to review charges. 3. Complete task 1 and 3 during the fall of 2017. Complete a review of CC work during the spring of 2018 in order to provide feedback for future district planning and work. <p>Goal for Recommendation: N/A Goal for Implementation: September 2018</p>	

Summary of Work

The following summaries provide a quick review of the progress made for each strategy identified in last year's plan.

2016-17	Strategies	2016-2017 Progress
Safety, Security and Wellness	1. Study how to provide a school day that meets the developmental needs of students.	<ul style="list-style-type: none"> • Developed transportation feasibility models for consideration by key stakeholder groups including parents, faculty, and students. • Identified the challenges: shifting stress on students to later in the day; capacity and access to facilities; loss of opportunity for student-athletes. • Identified the opportunities: science supports starting secondary schools later; students excited about opportunity to get more sleep; survey and focus groups validated science.
	2. Begin creating an environment that better recognizes and addresses social and mental wellness.	<ul style="list-style-type: none"> • Completed an evaluation by an outside consultant
	3. Provide a community engaged resource to support current and future Character Education programming	<ul style="list-style-type: none"> • Established framework to address strategy: Brighton Breathes Brighton Moves Brighton Eats Healthy
	4. Provide additional security measures for after-school activities while maintaining an open and welcoming environment.	<ul style="list-style-type: none"> • Evaluated infrastructure of security systems and opportunities to enhance systems. • Conducted a review of how buildings are used in the evenings in order to identify opportunities to consolidate use and mitigate risks. • Reviewed how events and after school activities are supervised.
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.	<ul style="list-style-type: none"> • Developed a K-12 philosophy for grading which was adopted by BOE • Developed a long range implementation plan for aligning classroom and school policies & practices with stated purpose
	6. Establish a common/districtwide definition of rigor by which all of our curriculum and pedagogies are gauged.	<ul style="list-style-type: none"> • Reviewed of the research on rigor • Developed tools for instruction and assessment for use across all district related work • Checklist • Rubric • Conducted trial runs of tool usage and created feedback mechanism for broader staff input. • Developed roll out/use plan

	7. Increase participation in advanced classes by identifying and addressing barriers to participation in enriched/accelerated courses.	<ul style="list-style-type: none"> Created common messaging media (i.e. PPT) Determined current barriers for participation. Researched best practices through readings and possible visitations to other districts. Developed implementation plan to address barriers.
	8. Improve our ability to identify the needs of transfer students and program accordingly.	<ul style="list-style-type: none"> Defined an established a process to monitor students who move into district which will be used by every building beginning fall 2018
	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.	<ul style="list-style-type: none"> All relevant curriculum maps migrated from Rubicon Atlas to eDoctrina
Early Childhood Programming	10. Define the development and implementation timeline for Full Day Kindergarten.	<ul style="list-style-type: none"> Building project vote passed Timeline established
	11. Examine the structures that support best practices and allow for multiple experiences and flexibility (looping, etc) at the K-2 level.	<ul style="list-style-type: none"> Structure created by team at Council Rock Presented to Faculty and Staff for input Presented to Superintendent and Board of Education in February
	12. Define the mission and vision for early childhood education at CRPS, including defining purposeful play.	<ul style="list-style-type: none"> Drafted Mission Statement for Council Rock: <ul style="list-style-type: none"> a. <i>“The goal of Council Rock Primary School is to develop joyful learners and contributing members of the community through developmentally appropriate practice.”</i> Continued discussion with emphasis on the following questions: <ul style="list-style-type: none"> a. What do you do that promotes joyful learning? b. What do you do to develop contributing members of the community? c. Give some examples of your practice that you currently use that you believe are developmentally appropriate.

		<p>d. What else do we need to be doing to fulfill the components of our proposed mission statement – Joyful learning, developmentally appropriate practice, creating contributing members of the community</p> <p>e. Where would you like to go next?</p>
Instructional Technology	13. Access: Ensure that all students (K-12) have access to the appropriate technological tools.	<ul style="list-style-type: none"> • 8th grade student device rollout was a success! • Conducted Admin PD to familiarize all administrators with the common language and tools of the 21st Century Initiative. Tablet rollout completed for 9th grade teachers mid-year. • Adjusted device selection for 8th and 9th grade next year based on feedback from multiple stakeholders. • FRES gearing up for a switch to Windows tablets in 5th grade to support curricular needs and keyboarding initiative.
	14. Staff Use: 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 environments).	<ul style="list-style-type: none"> • Summer PD sessions were held for new tablet users in July and August. • Conducted a regular meeting of TCMS teacher representatives to support tablet integration. • Distributed tablets and provided PD to 9th grade teachers midyear. • Organized MyOn & DE training for FRES staff. • Implemented a menu of PD opportunities (Office 365, Schoology, Teaching with Technology, Blended/Online Learning)
	15. Collaboration: 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.	<ul style="list-style-type: none"> • Organized and supported a visitation of 9th grade teachers to TCMS to see 21st Century classrooms in action • Collaborated with Communications Office to start a “TECH Tools in the Classroom” video series. • Supported 20+ teachers and administrators to attend the NYSCATE conference in November.
	16. Adopt a standard set of tools that are used to communicate student performance to all relevant stakeholders.	<ul style="list-style-type: none"> • Schooltool PD in August, September, November, and December to support Parent Portal implementation at BHS and TCMS. • Created a reporting process to allow administrators at TCMS and BHS to identify students in need of additional support and monitoring by building teams. • Push notifications are now enabled in Schooltool for teachers to “direct message” students on an individual basis.

	<p>1. 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).</p>	<ul style="list-style-type: none">• District Technology Team – increased membership to include teacher representatives, administrators, and instructional technology staff from all four schools.• Rebranded the team to focus more on Teaching and Learning with digital tools: new name = Innovative Teaching and Learning Team.• Met weekly w/8th grade teachers• Surveyed of parents, teachers, and students• Held Focus Groups of 8th Grade students• District Technology Committee reviewed help desk ticket data to identify patterns of need and opportunities for PD.
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Notes from June 2017 Blueprint Meeting

Creativity and Innovation

NOTES:

Classroom space design

Ties into next steps for rigor

K-12? How do we do across all content?

Rethink half days, etc. – how can we get more time?

Are teachers given credit for supervising internships? Hybrid program?

Community involvement (take your child to work day)

Could we leverage some of the clubs that already exist (science research club)?

Look at neighboring districts to see what they do.

Inequitable – all students cannot afford to volunteer and not work – is there a program that exposes kids to options after high school?

Connect with special area teachers @ K-5

Expressing what you learned in different forms

Electives at the middle school?

Multi-disciplinary course – extension of extended studies

Instructional Technology

NOTES:

Consider increased stress for students who have access to PP

PP should still be a shared conversation with parents/students

Add a dashboard

Training for kids who haven't been on Internet

Parents ability to access student work via Office 365

Parent education with Office 365?

MAC compatible

Early Childhood

NOTES:

Play

HOM and equity – digging deeper into BIAS associated

Brighton Babies – parent resource – right at birth – we are with you

Beyond Brighton?

Parent University (Harlem)

Earlier welcome to the community

How do we get the word out?

- FB Page
- How do we go wider?

Wellness

NOTES:

Collect data

Gender Stereotypes

Resources of Parent Portal

Look for creative ways to get to know kids

Develop empathy

How does PTSA reach more people?

Specific training for teachers on mental health issues

Does the agenda need to change?

Mental health staff – share information with teachers

Peer support groups

Concern – Digital Citizenship

Rigorous Coursework:

NOTES:

What types of questions are we asking? Who, what, where & when?

Engagement for all

What role does growth play?

What happens if students take advanced coursework and don't do well?

There is a difference between outcome expectations and teacher approval

Be careful not to create more assessments

Tie back into reporting this; what are we reporting?

How are we incorporating expectations into grades?

Cultural Bias K-12

AP & ESS

I like that we are planning to address unconscious bias and having all teachers look at the statistics of what is happening in our district. I have taken anti-racist/anti-bias training in another district and it was very motivating and helpful to me as a teacher who was already interested in equity amongst diversity. I would love to see anti-racist/anti-bias training taking place in our district for teachers and eventually our students.

Questions We Have

- Does the grading have space for self-assessment?
- How do we change the culture around this?
- Long history of teacher autonomy around grading.
 - Does this imply common assessments?
 - What constitutes high quality work?
 - What does revision mean for?
 - Are process and content grades possible?
 - Is there room to move beyond or letter grade?
 - How can we create content so parents understand what goes into a grade?
- Do we want to consider growth?
- Is there another part other than grades?
- How do we help all stakeholder groups to understand the students and parents?
- What happens to the transcripts?
- Models? Can we use them?
- How can we create context so parents understand what goes into a grade?
- If we prioritize standards, what happens if test scores go down? What other tests are valued?
- Are we looking at a local assessment system by all stakeholders?

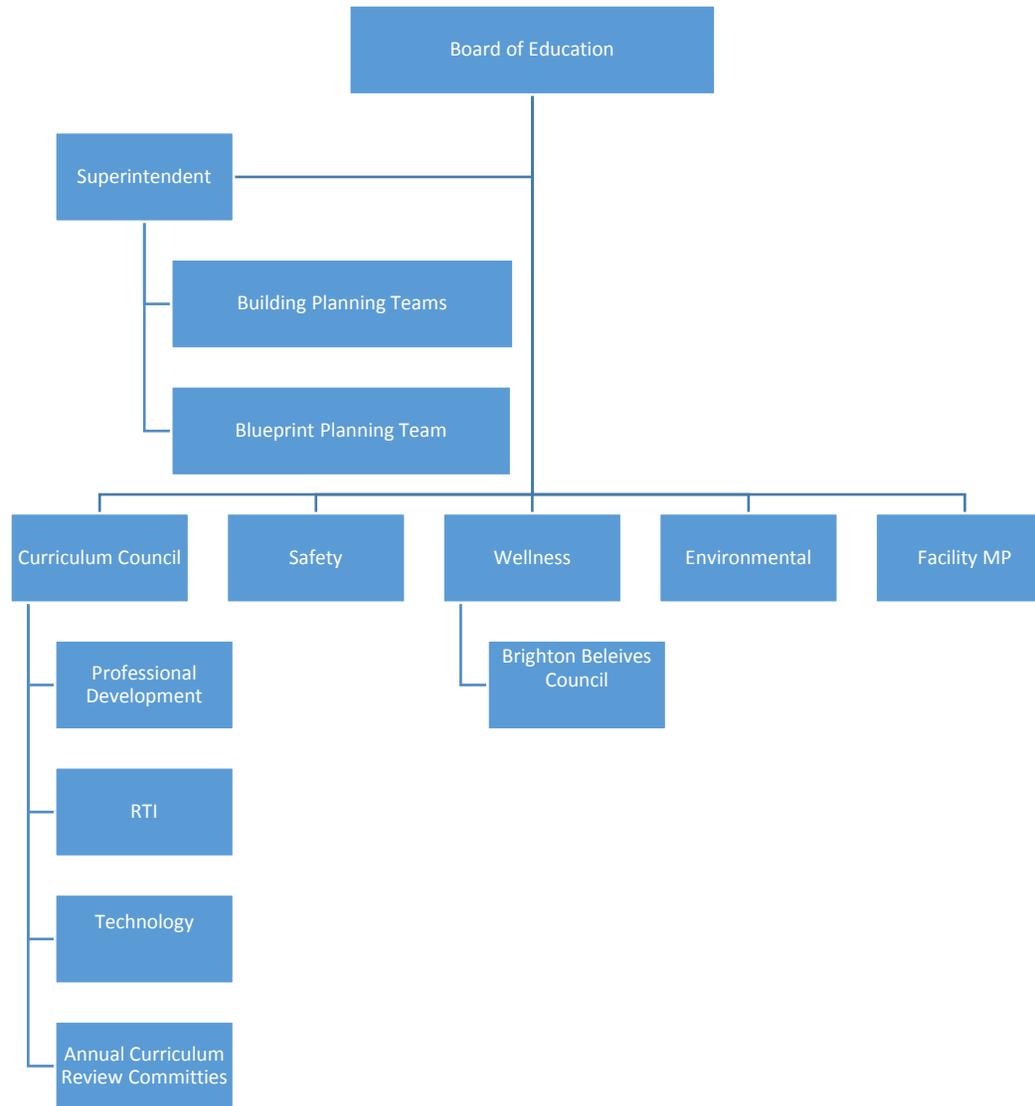
Advanced Coursework

Questions We Have

- What supports will be made for disadvantaged students as they try? (E)
- Are there allowances in amount of _____ a course so weak/slow readers have access? (E)
- Are we getting teachers at HS to time differently about the end of the course? Is the end the AP exam?
- Equity – Bridge programs that help you move into advanced placement courses?
- Are we assessing in different ways to allow kids opportunities to show what they know?
- Keep expectations high and alter supports the students get to be successful

Rationale and Planning, and Decision Making

A. Organizational Structure and Shared Decision Making Process:



B. Annual, Ongoing Planning Process:

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.

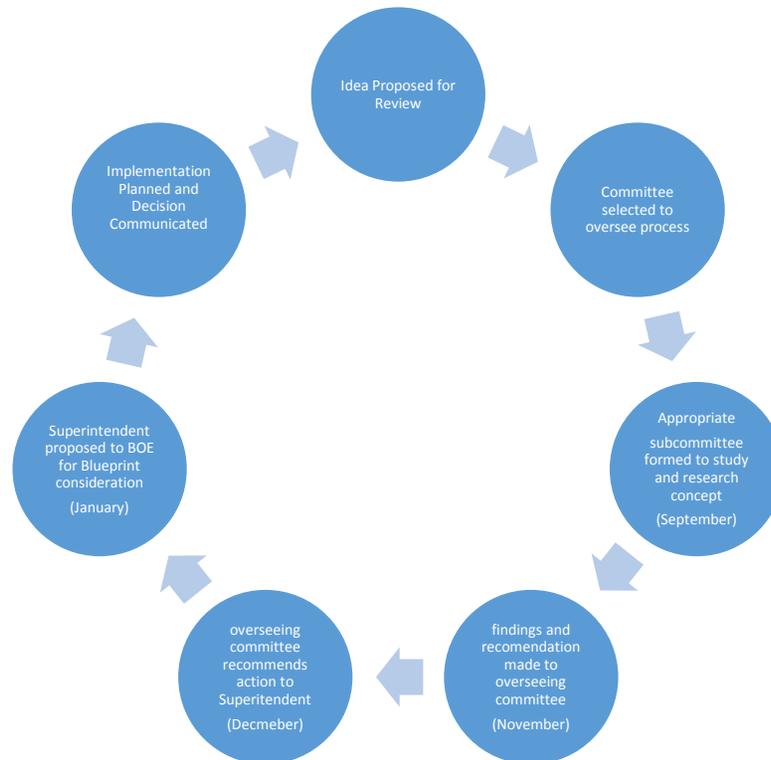
First week of August: Leadership Team/ Board of Education Retreat- Blueprint updates finalized and action plans adopted.

August: Committee charges 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. Suggested Timeline for Project Research, Planning and Implementation:



D. Relationship of Mission to Vision and to Guiding Ideas/Updated M-V-GI:

Mission- What our job is...

Mission:

...
what we do and hope to be.

Consider this to be the constitution.

Vision- What it looks like..

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.

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.

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.



Guiding Ideas—The core attributes that should be evident in programs and services that fulfill the mission and vision

- 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.**

