

Brighton Blueprint 2021-2022

We are focused on meeting the needs of *every child, every day, in every way.*

The mission of the Brighton Central Schools is to provide a meaningful, inclusive, equitable and challenging experience for each child where they are supported academically, socially, and emotionally in order to become successful adults.

BCSD is where:

- students feel safe, valued, included and challenged.
- every child is advocated for and connected.
- families are engaged, respected, and appreciated partners.
- staff are valued, supported, inspired and committed.

We believe that we can achieve our vision and accomplish our mission if in all of our work we strive to:

1. Focus on the needs of children in everything we do and every decision we make.
2. Connect every child to an adult.
3. Actively promote anti-racist/anti-hate values and provide an equitable experience for all stakeholders.
4. Demonstrate integrity without exception.
5. Model and promote kindness, empathy and joy.
6. Listen actively, discuss respectfully and find compromise.
7. Innovate, change, and grow collaboratively.
8. Honor the greatness and individuality of each child, family and staff member.



every child, every day, every way

Purpose:

Planning is intended to strategically and thoughtfully focus bright, engaged and driven professionals towards the same objectives. Our intent is to continue building on our tradition of excellence by being laser focused on the work the community has collaboratively asked us to engage in and the work that our students need us to be doing. This plan is the backbone for improvement and growth efforts system wide. Resource allocation both financial and in terms of staff time and effort, will be based on alignment to following plans.

Measurement and Accountability:

Quarterly Updates on goal progress will be provided to the Board of Education and a final report measuring progress will be developed at year's end. (October: Action Plan, January: Midyear Update, March: Spring Update, June: Summary Report)

Process:

May-June 2021: Community Feedback Gathered and 2020-21 Blueprint Progress Reviewed

July 2021:
Priority Areas Developed
Strategies suggested and reviewed with the Community Blueprint Team.

August 2021: Leadership Team Action Planning
Action plans developed that specifically identify what will be done to meet the objectives of each priority area and who will be responsible for leading the work.

August 2021: Revision, Adoption, Communication
Revisions and review completed by the Leadership Team
Board of Education Adoption
Communication to the community and implementation of the plan with stakeholders .

September 2021: Plan Implemented
Committees begin their work, accountability plan begins.

Priority Areas and Objectives:

Academic Rigor for All Students

- BCSD will provide each student coursework that is challenging in order to promote individual growth. Each learner will be supported to maximize their potential, based on needs and interests. We will focus on being culturally responsive and celebrating and accepting differences. We will support developing a growth mindset by all. We will develop strategies that emphasize creativity, innovation, culturally responsive practices, and the mental health of our students.

Systems/DEI

- BCSD will engage in thoughtful planning and act with fidelity to carefully planned systems that support our district commitments to:
 1. Diversity, equity, and inclusion.
 2. Health and well-being of faculty, staff and students.
 3. Innovation in the development of alternative learning environments.

Mental Health and Wellness

- BCSD will support the whole child in creating environments that are conducive to learning and foster overall health and wellness both emotionally and physically. The mental health, wellness, and dignity of all of students, staff and community is integral to supporting each child, each day in each way.

Action Plan 1: Academic Rigor for All Students

Action Steps:	What will you do?	Who will do it?	When?	Product?
<p><i>Culturally Responsive & Sustaining Education:</i></p> <p>Continue to build opportunities to learn for faculty</p>	1. Establish a clear understanding of what CRSE is and what it looks like in our classrooms; consider a tool to measure teacher growth in learning	Building based diversity committees as sub-groups of larger district committee with support of building admin and ASI, include all stakeholders (BHS – academic policy committee/CCLT; TCMS – New Culture and Climate Committee)	September-June, 2022 through building faculty meetings, Superintendent's Conference Day	Staff toolkit for courageous conversations
	2. Develop tools for supporting courageous conversations and respectful civil discourse with colleagues, families, and students	Curriculum Council Consultation and collaboration with NYU <i>Metropolitan Center for Research on Equity and the Transformation of Schools</i>		Resource bank of culturally responsive practices and tools for student learning for faculty and staff, including norms for civil discourse
	3. Continue to grow the Habits of Mind language and classroom connections beyond K-2.	Building instructional leaders		
	4. Continued to develop professional growth opportunities and provide support for teachers to differentiate within the classroom following COVID return			Plan to purposefully integrate HOM in grades 3-12.

<p><i>Culturally Responsive & Sustaining Education:</i> Continue to build opportunities to learn for parents and families</p>	<p>5. Develop school-based opportunities to connect with families to talk about CRSE and what it looks like in our classrooms.</p> <p>6. Offer opportunities to share the work happening in the district around CRSE (curriculum nights, etc.)</p>	<p>ASI, Building administration, PTSA at meetings with the principal</p>	<p>November, 2021 February, 2022 May, 2022</p>	<p>Opportunities for parents and families to have a clear understanding of CRSE practices in our school buildings.</p>
<p><i>Culturally Responsive & Sustaining Education:</i> Continue to adapt and revise curriculum to support teaching and learning within a CRSE framework</p>	<p>7. Review the ongoing work and needs for each school building</p> <p>8. Review alignment of content, texts and resources used in each grade level across all school buildings</p>	<p>ASI, Building and district instructional leaders, Building administration, Curriculum Council, Diversity Committee</p>	<p>Summer, 2021-June, 2022</p>	<p>Assessment of the curricular and instructional strengths and needs of each school building around CRSE.</p> <p>K-12 curriculum map sharing the alignment of DEI work and texts across grade levels.</p>

Support for individualized student learning following return to 5 day in-person instruction	9. Provide tutoring support outside of school day hours 10. Increase access to interventionists at the secondary level 11. Consider additional opportunities for tutoring such as connecting high school students with elementary students, after school help rooms for students in different content areas	ASI, Director of Student Services, Instructional Leaders, Principals, Assistant Principals	October, 2021	Additional tutoring support during school hours and after school hours to support student needs.
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Action Plan 2: Systems/Diversity, Equity, Inclusion

Action Steps:	What will you do?	Who will do it?	When?	Product?
<i>Start Time:</i> Reaffirm logistical parameters and non-negotiables that are required to begin secondary schools later than current bell times.	1. Start Time Committee will be reestablished with clear parameters for their review of current practice and future possibilities.	Superintendent	September, 2021	Charter to Start-time committee to serve as parameters for work of the committee.

<i>Start Time:</i> Reevaluate the 2016-17 Start-time study, reconvene committee and previous recommendations;	2. Convene Committee	Assistant Superintendent for Administration	October, 2021	Analysis of stakeholder survey
	3. Develop stakeholder survey	Start Time Committee	October, 2021	
	4. Study transportation scenarios based on survey results		November, 2021	Master plan for recommended facility upgrades
	5. Reevaluate facility options – November 2021		November, 2021	Budget impact analysis
	6. Provide recommendations and findings to the Superintendent		February 2022	School day recommendation and timeline for implementation
<i>Hiring Practices:</i> Establish a charter for DEI Hiring Practices Committee focusing on environment and retention. Develop resources, partnerships required to meet objectives defined.	7. Convene District-wide Committee	Assistant Superintendent for Administration	September, 2021	Committee charter document.
	8. Develop specific charter and action plan for year	Hiring Practices Committee –	October, 2021	Summary of actions completed
	9. Execute action plan	<ul style="list-style-type: none"> - Admin from each building - Teachers trained by Teachers' Center 	November, 2021-March, 2022	Summary of 2022-23 action plan.
	10. Develop 2022 action plan based on 2021-22 success	<ul style="list-style-type: none"> - Consultant - Board member 	May, 2022	

<i>Hiring Practices:</i> Foster and develop affinity group(s) to proactively support teachers, faculty and staff of color	11. Partner with NYU Metro Center and Monroe 1 BOCES to engage BCSD facilitator	Human Resources, Teachers' Center, Assistant Superintendent for Administration	September-October, 2021	Appointment of a facilitator.
	12. Develop 2021 work plan		November, 2021	Charter including short and long-term goals and activities.
<i>Physical Environment:</i> Conduct "internal audit" of play, labs and maker space areas to assess opportunities for inclusion.	13. Convene committee and develop charter and action plan	Multi-stakeholder groups consisting of administrators, teachers, OT/PT, parents, construction manager and architects.	November 2021-June 2022	Recommendations for facilities improvement to be incorporated into the building conditions survey considering timeline and estimated construction costs.
	14. Develop list of opportunities to be developed in partnership with construction manager and architects		February-March, 2022	

Action Plan 3: Mental Health and Wellness

Action Steps:	What will you do?	Who will do it?	When?	Product or Result?
<i>Restorative Practices</i> Continue to provide and create professional development and training opportunities for all staff.	1. Re engage all staff with our implementation and training on Restorative Practices (community building). Training for new staff during induction	Building based Restorative Practices committee	September 2021	Tip sheet to all staff describing common language related to restorative practices.
	2. Update and communicate Restorative Practices Implementation Plan	Building based diversity committees as subgroups of larger district committee PIRI AP for Mental Health (Betsy)	September 2021	Restorative Practices Implementation 1 yr., 3-5 yr. plan
	3. Create tool for measuring how often and how are circles being used, K-12	Director Student Services Mental Health Steering Committee, Building RP Committees	November 2021	Faculty and staff trained and utilizing RP practices in their classrooms
		Building PTSA meetings with the principal	Superintendent's conference day/October 2021	K-5 (circles happening daily)
			Building faculty meetings, Team meetings committee meetings, by June 2022	Circles/Circle discussion during faculty meetings (for modeling and connection) at the 6-12 level
<i>Restorative Practices</i> Begin Restorative Discipline Training	4. Provide formal RD training for a combination of MH staff and admins (15).	PIRI Leadership Team/BOE	August 24 & 25	Restorative Discipline implementation plan to be included within RP

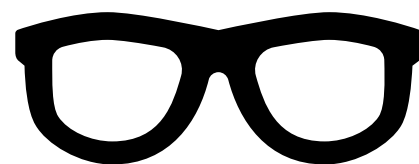
	5. Follow up with leadership/BOE on an implementation plan		November, 2021 Leadership Team Meetings Building based Restorative Practices committee by June 2022	
<i>Social Emotional Learning</i> Continue to develop and implement district SEL curriculum	6. Develop and communicate SEL 1 year, 3- 5-year implementation plan 7. Establish understanding of alignment and of restorative practices, culturally responsive practices, and SEL	Building based Restorative Practices committee Building based diversity committees as subgroups of larger district committee Mental Health Steering Committee Betsy Balling, Building Admin/mental health team	October 2021-January 2022 January 2022/2nd semester Building faculty meetings, Team meetings committee meetings, By June 2022	Restorative Practices Implementation 1 yr., 3-5 yr. plan Identify SEL Screener Tools K-12 Present staff meetings, team meetings, admin PD, leadership, PTSA Implementation of Bivona lessons
<i>Mental Health Wellness</i> Support for student needs following return to 5 day in person instruction	8. Continue the work of family and student engagement committees (Revitalize New Family Event/Parent University) 9. Conduct parent survey, feedback regarding zoom at district events 10. Administer updated student engagement survey and	Mental Health Steering Committee Betsy Balling, Building Admin/mental health team	October 2021 By December 2021 Building faculty meetings, Team meetings committee meetings, By June 2022	Mental Health/SEL resources/Student Services Website updated

	<p>communicate action items</p> <p>11. Explore continued zoom opportunities to support and include parent participation at all district events</p> <p>12. Address mental health issues as they relate to student achievement (consider homework, course loads, student stress management, balance, etc.)</p>			
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Essential Lens:

It is important to note that the strategies developed in each action plan were analyzed using a focus on equity and pandemic recovery as an essential lens.

Our priorities, and the strategies developed to meet our objectives for each priority, have been designed to continue our focus on academic rigor for all students, equity for all members of our school community and in response to our need to support all member of the school community return and recover from the effects of the COVID-19 Pandemic.



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