

Brighton Central School District



Brighton Blueprint
2022-23 Strategic Plan

Every Child, Every Day, Every Way

Blueprint Priority Area BOE Updates
February 2023



Priority Areas

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Academic Excellence

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 culturally responsive and sustaining education practices by 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 well-being of our students.



Academic Excellence

Transfer Goals and Profile of a Graduate

- Transfer Goals for disciplinary content area
 - Continued work with Instructional Leaders plus additional teacher volunteers
 - Strong drafts of goals will be shared with all teachers at February department meetings for feedback
 - Next steps - Establishing success criteria
- Curriculum Council and Profile of a Graduate
 - Reviewed feedback from BHS students around seven identified words: empathetic, advocate, resilient, curious, joyful, critical thinker and collaborator
 - Next steps – Reviewing definitions and visual representations

Review Culture and Climate data from students, staff and families at each building for planning of equity work

- Additional data points identified
- Preparing for upcoming surveys and data review



Academic Excellence

Re-evaluate all technology tools used across K-12

- A HUGE thank you to Dr. Tracie Glazer and Laura Deckman for getting this work started!
- Brighton currently has 600+ educational applications
- Later this month, the Instructional Technology team will be meeting to review the apps to see what works best with our current systems and review application duplicates
- Next steps –
 - Narrowing down the applications – approximately 75 in the recommendation
 - Explore using Classwize to manage applications
- **Revisit BHS plan for increasing access to AP classes**
 - BHS has engaged in a review of data including demographics of students taking at least one AP course and specific course enrollments, interventions in place and possible barriers
 - Department and Coordinator Meetings
 - 1:1 conversations with students
 - Financial assistance for students for exam fees



Mental Health and Wellness

BCSD will support the development of the whole child by creating learning environments that foster overall mental health and wellness— socially, emotionally, and physically. BCSD will provide an inclusive environment to address the individual needs of each child and to support the attainment of each student's goals.



Mental Health and Wellness

Golisano Partnership

- Office of Mental Health approval in December! Clinic up and running!
- 2nd day added based on #s of referrals and waitlist needs.
- Consultation with UPMC and building based BCSD mental health staff.
- District mental health staff attended session with Dr. Melissa Heatley focused on school avoidance.
- UPMC team to present on school avoidance at spring district PTSA meeting

AIS /RTI/MTSS Program Evaluation

- Developing Brighton Central School District Multi-Tiered System of Support (MTSS)
- Develop foundation of processes occurring at each school building/ Identify gaps and strengths
- Create a shared document/district handbook that houses district MTSS information a process that includes definitions, FAQs, process procedures, AIS entry and exit criteria well as guidelines for buildings' Brighton Support Team (formally Rtl) systems.



Mental Health and Wellness

Continue mental health presence during Bivona and Second Step lessons.

- MH staff from each building participated in train the trainer professional development.
- Direct instruction complete or currently in process across district.

Develop communication process to families how to access district based mental health services and support. Continue to increase access and awareness of resources to families (ex: Bruin talk).

- URMIC scheduled to present at spring district PTSA focus on school avoidance.

Connections with new families to district

- New Family Event held January 12 welcoming and connecting with families new to district
- Community organizations, PTSA, Friends of Rachel, musical performances, mental health teams, and district administration meeting and greeting new families.

Develop and provide professional development training focused on inclusivity supporting students and families related to mental health needs including with focus on equity vs. equality.

- Mental Health Staff participated in Advanced Trauma Illness Grief training (TIG).
- School avoidance professional development for staff and families.



The Student and Family Experience

BCSD will foster an environment where each student & family feels seen, heard, valued, supported, and safe to engage within our school community.



The Student and Family Experience

PTSA Partnerships

- Continued efforts to collaborate with building Principals and PTSA Building Chairs to coordinate and develop opportunities for students and families to engage within the buildings through various initiatives and events

Student Leadership

- Global Citizenship Conference at Nazareth College
- Student Panels
- Culture Climate Leadership Team at BHS
- Senior Council- District Dodgeball Fundraiser
- Student Transitions

Future Teachers Club Partnership

- Collaborating with club advisors and members to have students read at Council Rock Primary School for Read Across America Day
- Look into developing partnership with Tutoring Center and TCMS for after school tutoring



The Student and Family Experience

Suspension Disproportionality Committee

- We continue to take an internal look into our district's ten-year suspension data as it pertains to disproportionality and our current discipline practices
- This process will guide our work with future interventions, practices, and potential programs

Historically Black Colleges and Universities (HBCU)

- Exciting partnership with local districts to provide an opportunity for some of our minority students to visit HBCUs in the Washington D.C. and Baltimore area

Urban-Suburban Family Social

- Inaugural event with the intention of providing space for our U/S families to connect and network with each other

Individual Student and Family Relationships

- It's the heartbeat of the work
- Taking time to be responsive and building trust and bridges with students and families



Staff Support and a Collaborative Culture

BCSD will create a culture and environment that allows staff the opportunity to build connections and collaborate with each other.



Staff Support and Collaborative Culture

- **Establish time to collaborate within the building and across buildings**
 - Common planning time was established for teams/grade levels to collaborate. Faculty meeting times were given back to have more time to collaborate.
 - Buildings are hosting different social events for all staff to connect with each other as a whole building and within grade level teams.
 - Staff events that focus on gratitude(donations for gift cards for families in need and thank you cards to staff), kindness(BHS bruin cards as a sign of encouragement and appreciation, staff cookie exchange), and connectedness(community circles, mixed seating assignments at faculty meetings, Chili Cook off, Holiday scavenger hunt).
- **Building School Based Equity Team (SBET) Panorama data review with a focus on student and staff belonging for the 2022-2023 school year. Each building has met and created a plan with action steps.**
 - Each school buildings committee continues to meet monthly to work on their action steps.
 - TCMS resurveyed students in the late fall to compare data to last spring, growth was noted in all areas of connectedness and belonging.



Staff Support and Collaborative Culture

- **Faculty Connections:** Faculty meetings all start with a connection activity. Each building has been hosting various school wide events to build community like Chili Cook off, What's the Bruin doing?, staff breakfasts, and bringing in Food Trucks.
- **Utilizing Restorative Practices to build community**
 - Continued use of circles within classroom communities
 - Counselors and teachers use circles during SEL/Second Steps lessons and for restorative conversations with students and staff
 - TCMS SEL Fridays continue to go well, they are gathering student input on these lessons
 - BHS faculty meetings start with a community circle to build connections with staff
 - FRES restorative practice committee is partnering with the Habits of Mind and Star Quality committee to plan a Wellness Day for staff



Safety and Planning for the Future

BCSD will establish standards on school safety and security considering systems, training, facilities plan, and evaluation. BCSD will develop details for facilities master planning considering modernization and sustainability.



Safety and Planning for the Future

Safety and Security

- Development of District Threat Assessment Model

- *Safe School Initiative* published findings that support a threat assessment process to identify, assess, and manage threatening situations in schools:
- *Initiative* formulated strategies for preventing attacks in two principal areas:
 1. developing the capacity to pick up on and evaluate available or knowable information that might indicate that there is a risk of a targeted school attack; and
 2. employing the results of these risk evaluations, or "threat assessments," in developing strategies to prevent potential school attacks from occurring.

10 key findings of the Safe School Initiative:

- Incidents of targeted violence at school are rarely sudden, impulsive acts.
- Prior to most incidents, other people knew about the attacker's idea and/or plan to attack.
- Most attackers did not threaten their targets directly prior to advancing the attack.
- Most attackers engaged in some behavior, prior to the incident, that caused concern or indicated a need for help.
- Most attackers were known to have difficulty coping with significant losses or personal failures. Many had considered or attempted suicide.
- Many attackers felt bullied, persecuted, or injured by others prior to the attack.
- **There is no accurate or useful "profile" of students who engage in targeted school violence. THE DISTRICT WILL NOT PROFILE STUDENTS**
- Most attackers had access to and had used weapons prior to the attack.
- In many cases, other students were involved in some capacity.
- Despite prompt law enforcement responses, most shooting incidents were stopped by means other than law enforcement intervention.



