

CANANDAIGUA CITY SCHOOL DISTRICT

Digest

VOL. NO. 56, REPORT CARD ISSUE

www.CanandaiguaSchools.org

K-8 District Report Card

2016-2017
Academic Year



Canandaigua
Proud



Remarks from the Assistant Superintendent for Instruction

2017-18 Plan for Excellence to Build on Student Performance Results

The assessment performance results you will see described in this edition of *Digest* are important markers regarding the academic progress of our students. But the real importance of these results to us as a school district is how they can help us target areas to improve instruction for all students. It is in this spirit of continuous improvement that we truly find the value of these assessments.

Our focus areas for the 2017-2018 school year have been targeted to emphasize “Educational Excellence” across the district. This renewed emphasis is highlighted in our 2017-18 Management Plan and in each School Improvement Plan, developed at each school building by Principals, teachers and support staff.

To support this effort, our staff engaged in multiple activities linked to data analysis, curriculum review and assessment development to reflect on how we can improve. Throughout the summer this important work occurred across buildings and departments to ensure that we were ready for the upcoming school year.

Our school improvement efforts will continue during the year and will be monitored using the activities outlined in our 17-18 Management plan.

While we seek to improve, we will also keep a careful eye on any anticipated changes from the New York State Department of Education in relationship to newly approved learning standards in ELA, Math, Science and Social Studies. Our curriculum review process will allow our teachers to reflect on the anticipated changes and make any necessary adjustments over time.



In addition to our improvement efforts, some of the focus areas tied to the Plan for Excellence and Management Plan for the 2017-18 school year include:

- Implement a comprehensive instructional technology program which supports, extends, and individualizes learning opportunities for all students. This includes our 1-1 initiative with Google Chromebooks at Canandaigua Middle School and Canandaigua Academy for all students and staff grades 6-12.
- Revise the curriculum evaluation procedure to ensure that all areas are addressed in order to focus on student outcomes and ensure implementation of approved recommendations
- Design professional development on the effective use of data to inform teaching and learning.
- Revitalize character education committees within each building and District with charter/charge for each committee.
- Continue to take steps to ensure that our graduation rate reaches 100%.

This year’s *Digest* includes student performance data, narratives from each Principal, and a notification of parental rights. You will also find a guide of important terms for your reference. Future communication that you receive during the school year may include these terms.

You will also find a copy of our district snapshot included in this edition of the *Digest*. This document reflects the educational program that the Canandaigua City School District prides itself on, including examples of recognition unique to the District and an outline of our comprehensive offerings.

I have begun my second year in my role as Assistant Superintendent for Instruction. I look forward to collaborating with the committed professionals in this outstanding educational community. It is my belief that our efforts will continue to reflect our ongoing Commitment to Excellence.

Yours in Education,

Matt Schuyler

A link to the full version of the Plan for Excellence and the 2017-18 Management Plan will be available on the District website at: www.CanandaiguaSchools.org



2017 - 2018 Canandaigua Proud!

District Snapshot

- **Readiness** - 97% of our Canandaigua Academy 2016 graduates earned a Regents Diploma; 24% earned an Advanced Regents Diploma with Honors and an additional 37% earned an Advanced Regents with Mastery in Science and/or Mathematics.
- **Rigor** - In 2016-17, Canandaigua Academy students took over 1,500 total advanced college-level courses, including Project Lead the Way (RIT pre-Engineering), Advanced Placement, International Baccalaureate and Gemini College (FLCC) courses. Over 75% of CA students took at least one of these courses.
- **Results** - Canandaigua's 2016 SAT scores were 6th highest among the 48 high schools in the metropolitan Rochester region. CA's avg SAT score: 1098; Reading - 544, Math: 554. The District ranks 15th for overall Regents and NYS 3-8 exam scores among 67 school districts in the 8-county Rochester region.
- **Results** - Primary-Elementary School and Middle School averaged a top three placement in the Wayne Finger Lakes BOCES for proficiency on 2016-17 3-8 NYS ELA Assessments. This includes a top overall placement for proficiency on the NYS ELA 7 assessment. In Math, Canandaigua averaged a top 5 placement for proficiency amongst W-FL region schools.
- **Opportunity** - By graduation, almost 70% of the student body will have participated for at least one season on an interscholastic team. The PES, Middle School and Academy combine to offer over 30 co-curricular activities (clubs). CMS and Academy combine to offer 54 athletic teams.
- **Professionalism** - Thirteen District teachers hold National Board Certification, the highest professional certification available in K-12 Education. 99% of the teaching staff holds a Masters degree in their specific field.
- **Recognition** - Rochester ROCS, a WHEC-TV-10 Best of Rochester promotion, named the Canandaigua Players as the region's Best Theatre Group for 2017.
- **Educational Technology** - 2017 marks the second year of implementation of a district-wide plan for student assigned mobile devices, K-12, utilizing Google Apps and Schoology. This year, every student at CA and CMS has such a device, for use at both school and home. The District ensures equity by partnering with Canandaigua's Wood Library (which acquired a federal grant) to provide "hotspot" internet services for student households that would otherwise lack such resources.
- **Efficiency** - In 2016-17, for the 2nd straight year, the Transportation Department had only one failed inspection all year. The benchmark by the state is to have no greater than a 10% out of service rate. Out of 127 total inspections from April 1, 2016 – March 31, 2017 only one bus failed.



With Canandaigua Pride, To Our Braves Family

Superintendent's Perspective

Data, data, and more data. It is true, education and society as a whole are being inundated with data. Certainly this prospect can have a negative connotation, but I'd like to take an opportunity to frame this notion from an educational perspective.

Here in the Canandaigua City School District, we believe strategic use of data is an important aspect of our jobs. Taking, grading, analyzing and reviewing formative, state, national and international assessments is a valuable process. This helps us better understand how we are doing, how students are performing, and how we might find avenues for improvement.

However, please understand, formalized assessments are not the only piece of data we use. We have many data points which we compile throughout the course of the year so that our analysis more accurately depicts achievement and potential gaps, all of which help to inform our direction and decisions.

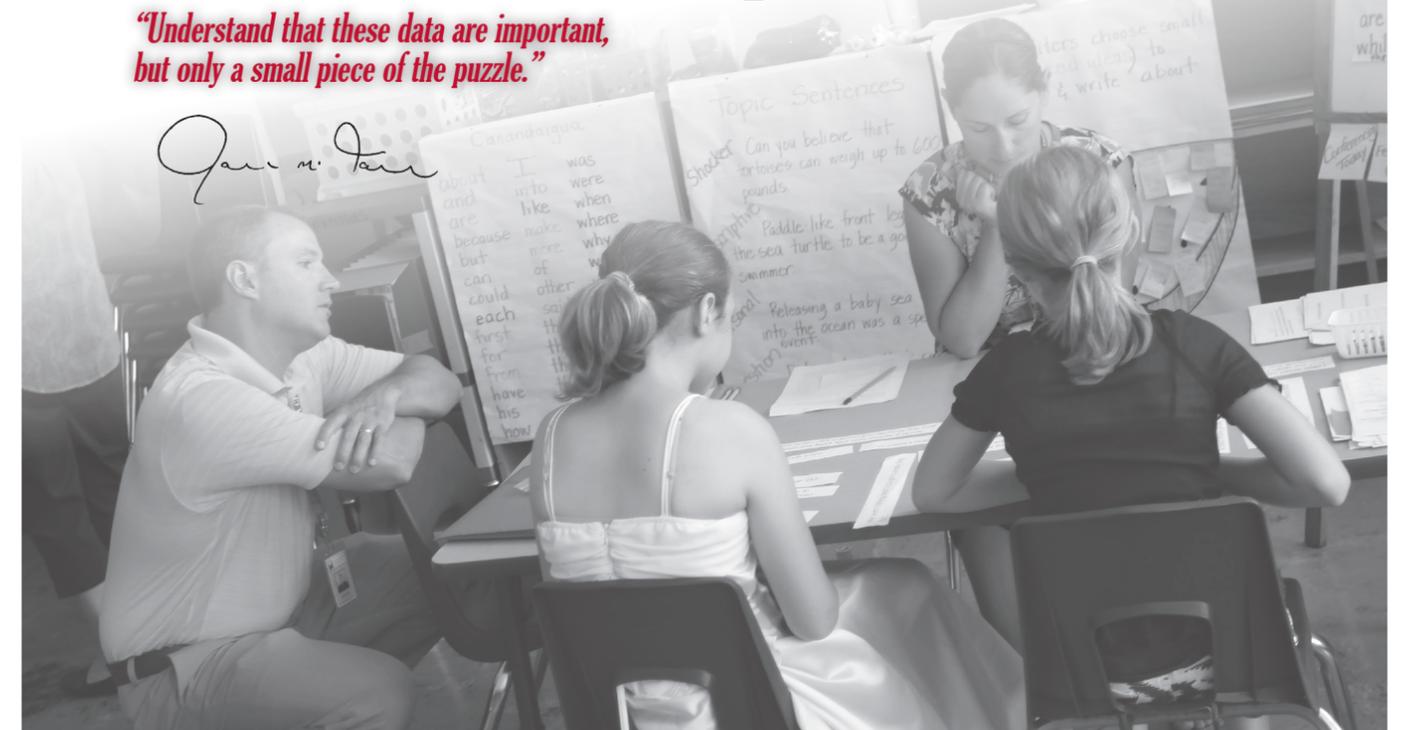
In addition, the great thing about the Canandaigua City School District is that we are fully aware that students and staff are more than just a number. We strive to educate the whole child. Assessment data is but a small component in relation to achieving success. The often stated "soft-skills", in our estimation, are every bit as important, if not more important. We want students to grow to be genuine, passionate, compassionate, and curious individuals who demonstrate a strong will and work-ethic. This is why we also believe intently on teaching, modeling, and promoting character development.

As you read The Digest and review our accomplishments, which are undeniably a source of pride, understand that these data are important, yet only a small piece of the puzzle. The whole puzzle is assembled from many pieces, and takes time and thoughtful care to complete. We have a great staff, wonderful parents, and most importantly, amazing students.

Together, we CAN!

"Understand that these data are important, but only a small piece of the puzzle."

Jan M. Lane





Primary-Elementary School

Remarks from the PES Principal

Student Performance: at the Primary-Elementary School, we are pleased with the students' overall performance on their assessments this past school year. We continue to place an emphasis on the use of assessment results to guide instruction through targeted goal setting.

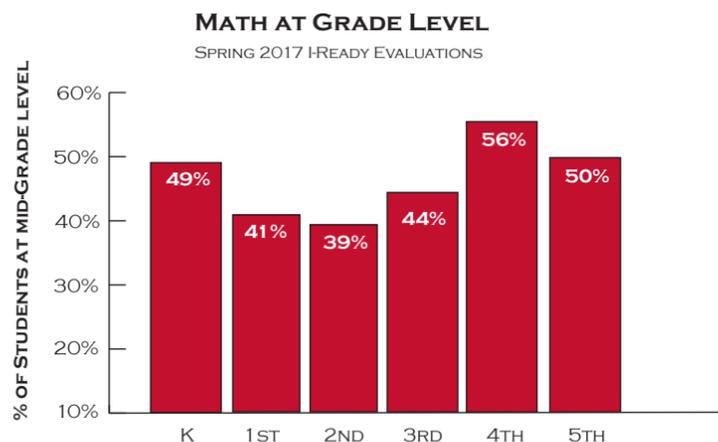
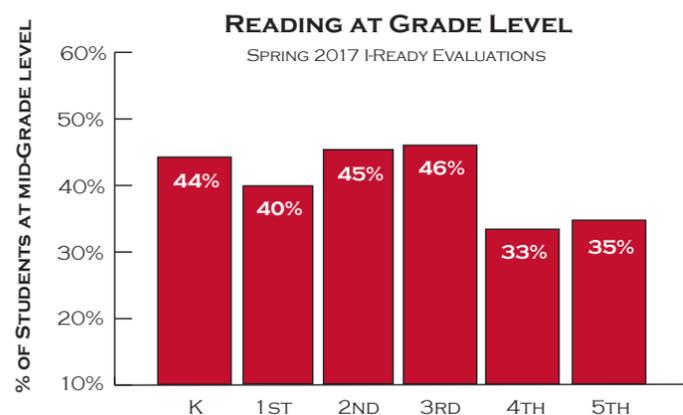
School Improvement Plan: one of the major focus areas at the Primary-Elementary School is to infuse the character traits into all settings of the school. We want students to truly have an understanding of the character traits so they have a strong foundation to build on as they grow.

Another emphasis at the Primary-Elementary School is increasing student engagement through the modeling and use of innovative instructional practices. This school year we will establish protocols and provide training for teachers in the areas of reading instruction and assessment. This school year our teachers will develop a better understanding of the 5 components of reading so that we can better meet the needs of all students.

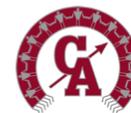
Brian Amisberg

K-5 iReady Reading & Mathematics Results

Over the course of the past school year, PES teachers have utilized data from iReady to review individual learning profiles of student strengths and weaknesses within classrooms, as well as to identify patterns of strength and areas of need within and across grade levels. Based upon this data, teachers were able to identify areas within ELA and math where instruction could be adjusted to increase student performance. Teachers worked collaboratively within grade level teams to target specific goals to increase student performance at the individual level and at specific grade levels.



(For example- kindergarten will have an increased focus on phonemic awareness; first grade will increase focus on phonics within reading instruction; second grade has an increased focus on spelling this year; third grade, fourth grade, fifth grade will focus on application of foundational skills to reading, writing, and math.) Results of the iReady screening this Fall will continue to support us in analyzing our own instructional effectiveness, as well as individual student performance. This year we will be extending the use of iReady to the Middle School. We continue to be a district that is STUDENT driven and data informed!



iReady: What is It? Why are We Using It?

Since September, 2014, teachers have been using the iReady program at the K-5 grade levels. iReady provides our students with an innovative diagnostic assessment as well as engaging instruction in both reading and math. i-Ready Diagnostic and Instruction helps teachers to effectively assess their students and then provide individualized instruction based on each student's unique needs. In 2017-18, iReady will also be utilized at the Middle School.

Created by a team of assessment, curriculum, and technology professionals at Curriculum Associates, iReady Diagnostic and Instruction assesses and teaches the following skill areas:

Reading

- Phonological Awareness
- Phonics
- High-Frequency Words
- Vocabulary
- Comprehension

Math

- Numbers and Operations
- Algebra and Algebraic Thinking
- Measurement
- Data
- Geometry

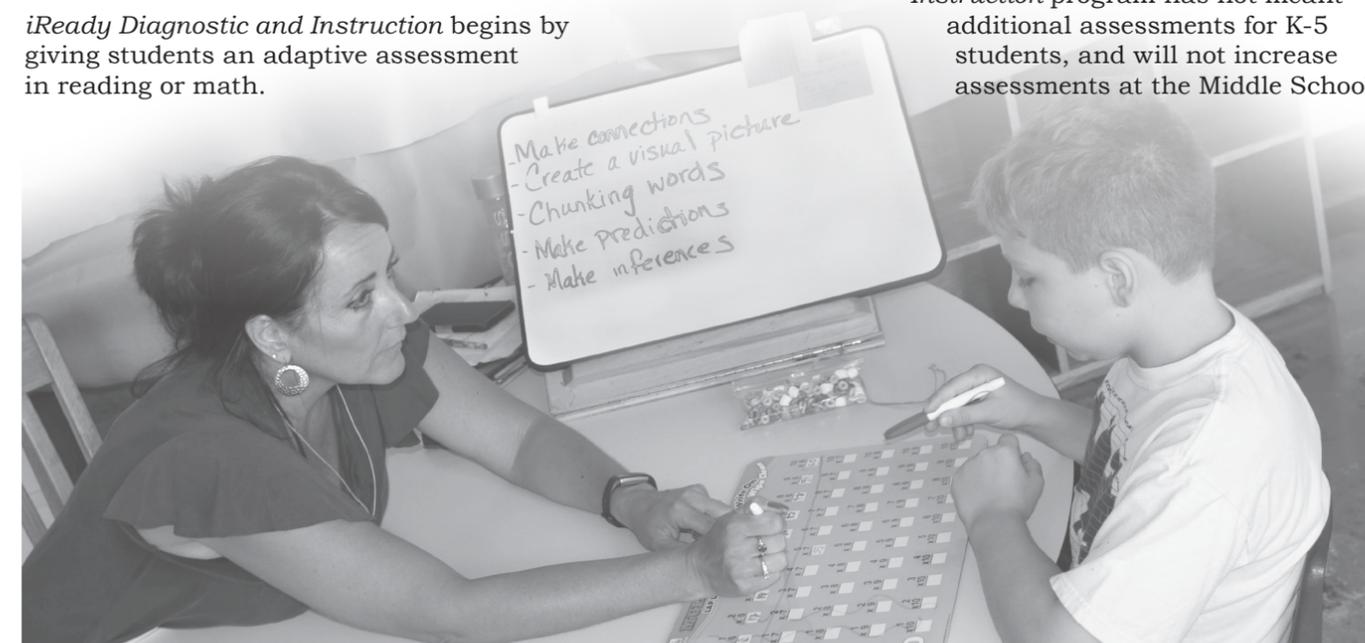
An adaptive assessment is a test that automatically adjusts the difficulty of the questions according to each student's performance in order to determine his or her abilities in reading or math. Once the child completes the test, online instruction is assigned to support progress in each skill.

The online instruction supplements the classroom teacher's instruction. Designed to be both challenging and engaging, i-Ready delivers instruction using contemporary animation; the lessons are also interactive. The result is an experience that attracts and holds a child's interest while also teaching important skills and concepts. Children also are able to access i-Ready at home.

In addition, iReady Diagnostic and Instruction supports both teachers and administrators by providing a series of comprehensive reports designed to make classroom instruction more effective. These reports include data about student performance as well as detailed teaching suggestions. They help our teachers and educators make informed decisions about the instruction that is right for your child.

Each child's teacher shares information and data related to progress to parents with the iReady assessment and instructional tool. It must be emphasized that the iReady Diagnostic and Instruction program has not meant additional assessments for K-5 students, and will not increase assessments at the Middle School.

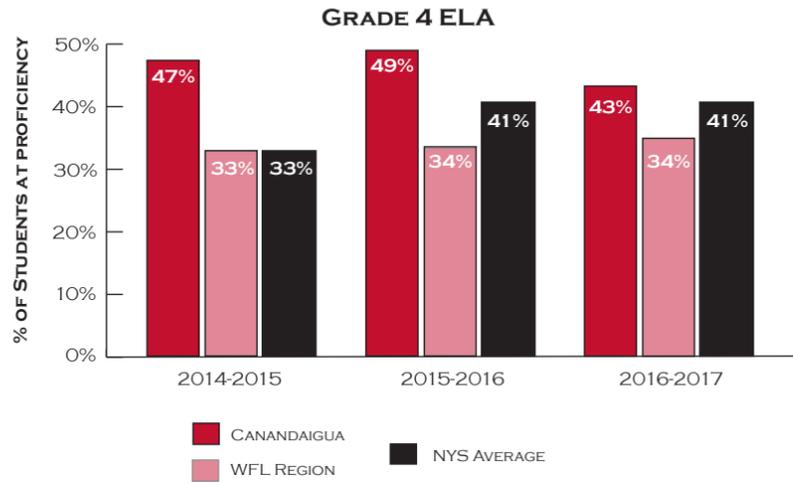
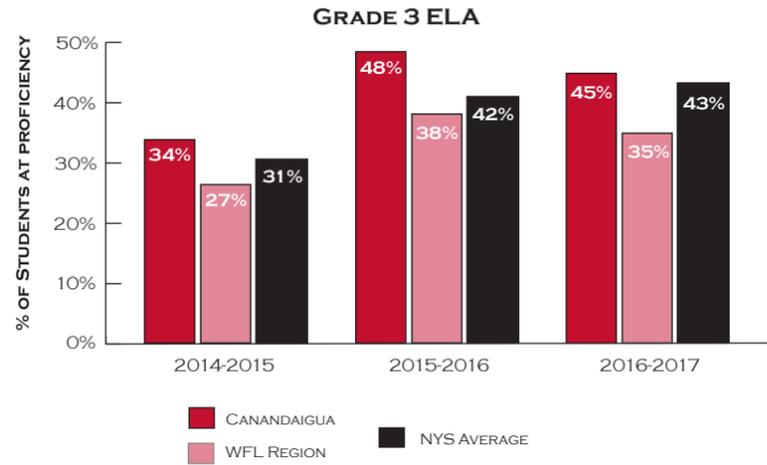
iReady Diagnostic and Instruction begins by giving students an adaptive assessment in reading or math.





Grades 3-5 ELA

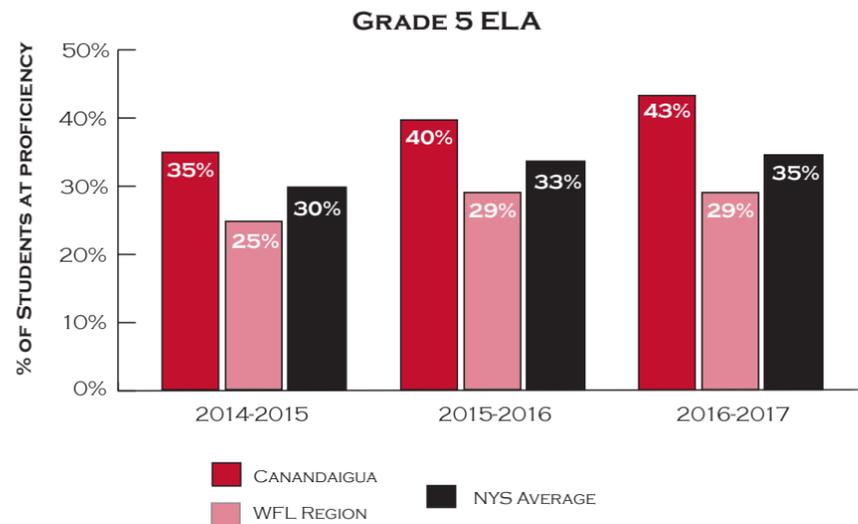
Our student performance on ELA exam continues to exceed both state and regional performance, as seen on these graphs. At the PES, we are focused on analyzing our student performance results to determine where gap areas may exist. Once identified, we address these areas through adjustments to curriculum and also to instruction. One of our major ongoing emphasis areas is on effective writing and how writing skills and expectations for students align and progress across grade levels.



Reading's 5 Big Ideas

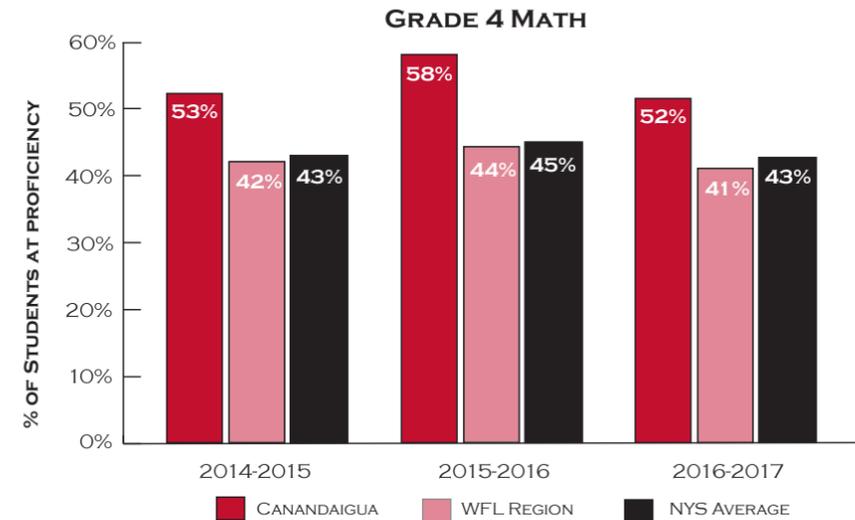
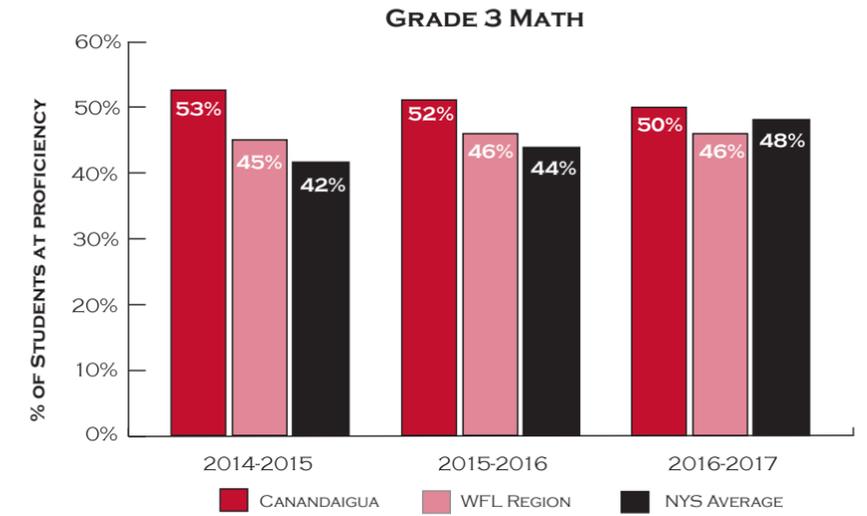
Skills to attain by the end of 3rd grade:

- Phonemic Awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension



Grades 3-5 Math

As with English Language Arts, PES students have historically met or exceeded the results of schools across the state and within our region in Mathematics. Our teachers use data gathered from these exams, as well as other sources, throughout the year to support growth in our students' math skills and performance. Each year's assessments bring a new opportunity for us to learn more

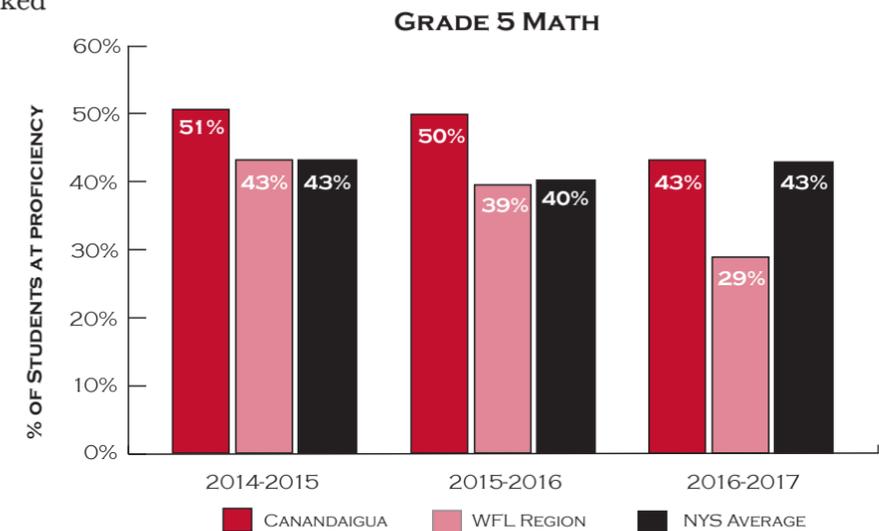


about how our students are being asked to demonstrate their understanding on these exams and how that aligns to the NYS Math standards.

Math's 5 Big Skills

Skills to attain by the end of 5th grade:

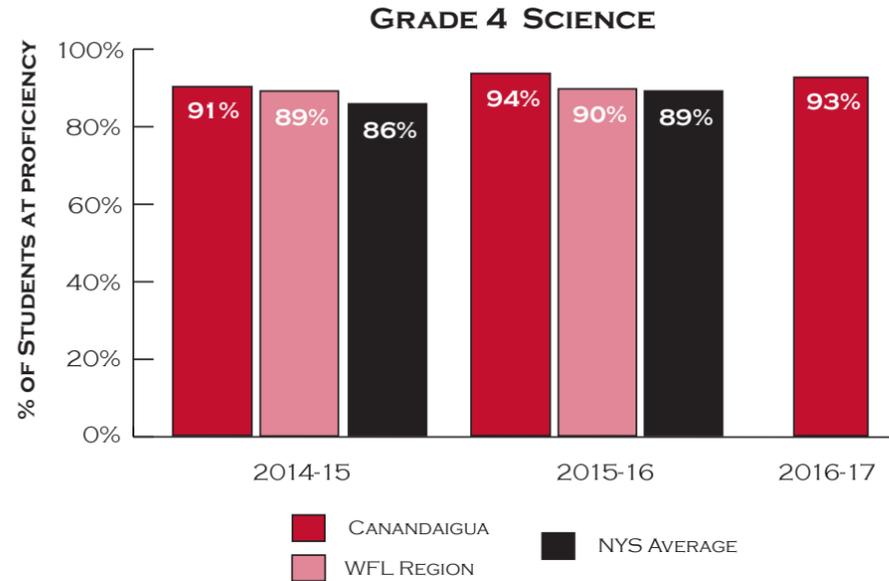
- Numbers & Operations
- Algebraic Thinking
- Measurement
- Data Manipulation
- Geometry Basics





Grade 4 Science

Our science results have remained relatively constant for our 4th graders. Over the years, 90% or more of our students have demonstrated understanding of science concepts as measured by the New York State 4th grade science assessment. We are especially proud of those results given the time challenge elementary classrooms across the state face. Teachers work creatively to include science instruction when so much of the State's focus has been on English language arts and mathematics.



A Few Important Terms

AIS – Academic Intervention Services – Additional, targeted instruction provided to selected students in a subject area.

Common Core State Standards

Sets of knowledge or skills, organized by curricular area, in which a student should be proficient in order to be prepared for college or career at the end of 12th grade.

Common Core Curriculum

The curriculum modules delivered by the state beginning in 2012-13. These continue to be delivered this year. The District also writes its own common core curriculum aligned to the common core standards and/or modules. The new state exams are aligned to this new curriculum.

Chromebook – A personal computer device lent by the District to each student in Grades 6-12 for school and home use.

Inquiries

State authorized, teacher-created common core aligned teaching modules that are less than a unit but typically span 5-8 lessons. Inquiries feature primary sources and focus on skills such as annotating, researching, writing and collaborative work. They were introduced in August, 2015 and each Social Studies team in Canandaigua will use at least one for classroom instruction in the 2015-16 school year

Proficiency

Meeting state standards on assessments in grades 3-8 or Regents exams. For Grades 3-8, proficiency is defined as receiving a level 3 or 4 on the assessment. Level 3 = Meeting state learning standards. Level 4 = Meeting state learning standards with distinction. Students achieving at Level 1 or 2 are required to have AIS instruction (see above). Proficiency for Regents exams is a score of 65% or greater.



Middle School



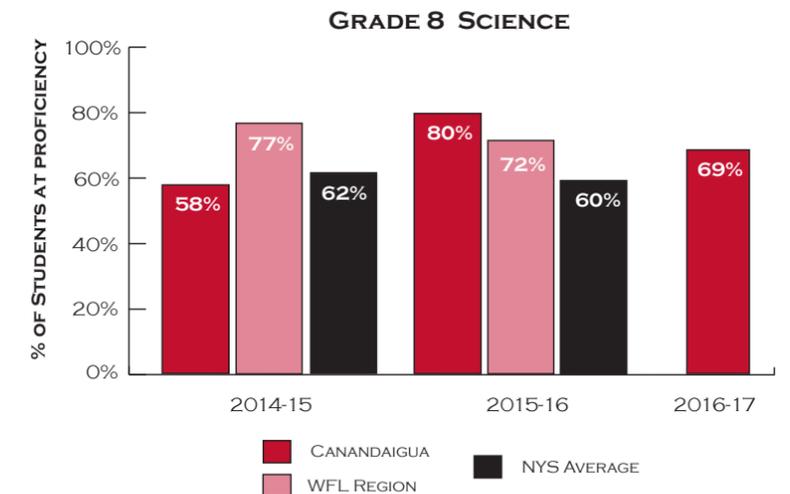
Remarks from the CMS Principal

Each year students across New York State sit for assessments created by the Office of State Assessment. We use the data reported back to us to review individual student, class, grade, and building progress regarding the Common Core Learning Standards. This is important because we are able to apply our analysis to make curriculum decisions across subjects. Our data review process is an important part of achieving our main goal; fostering a healthy academic and social atmosphere for our children to develop and grow in Canandaigua.

Please note that while we display data across three years in this Digest, the assessments are not corresponding. Therefore, it is not generally considered a good growth measurement, or a direct comparison. We use questions from the assessments as they relate to each individual standard, and compare each individual student's growth during our comprehensive analysis. For example, we use a sixth-grade English student's data from questions on reading comprehension and then compare the results to how the same student performed in seventh-grade on questions related to the same reading comprehension standards. It may be worthwhile following a cohort across grades for example 5th ELA in 15-16, to 6th ELA in 16-17, but as the tests vary, and unpredictable emphasis on the standards each assesses, this data can be difficult to use holistically, but is very useful for individual students.

Grade 8 Science

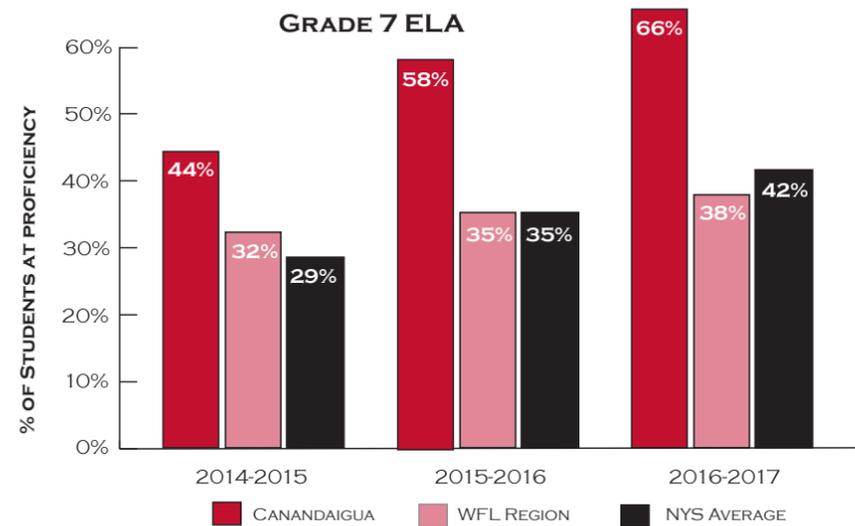
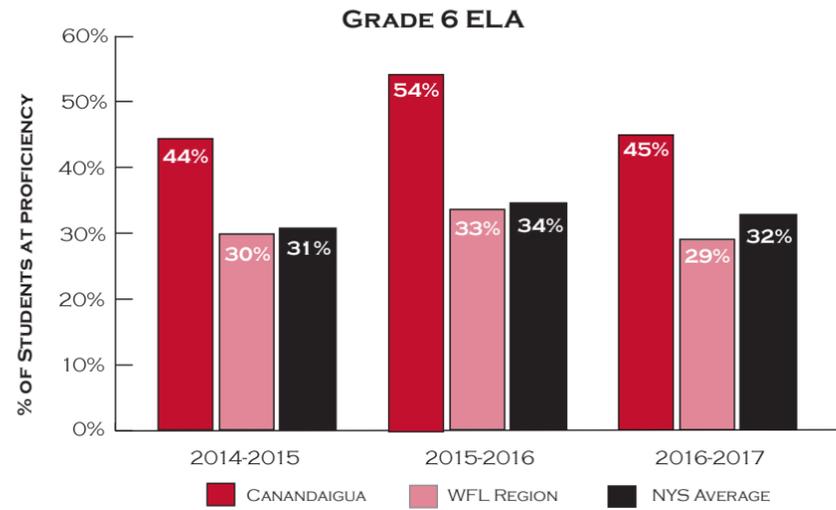
The Canandaigua City School District encourages its students to take part in advanced coursework. For the 2016-17 school year, 34% or 100 8th-grade students sat for the Earth Science Regents exam with all passing and 77% achieving a Mastery score. These students did not take the eighth-grade science assessment. Our data shows that our students are succeeding in both areas. We will continue to encourage students to challenge themselves with advanced coursework and it is a trend we hope continues.



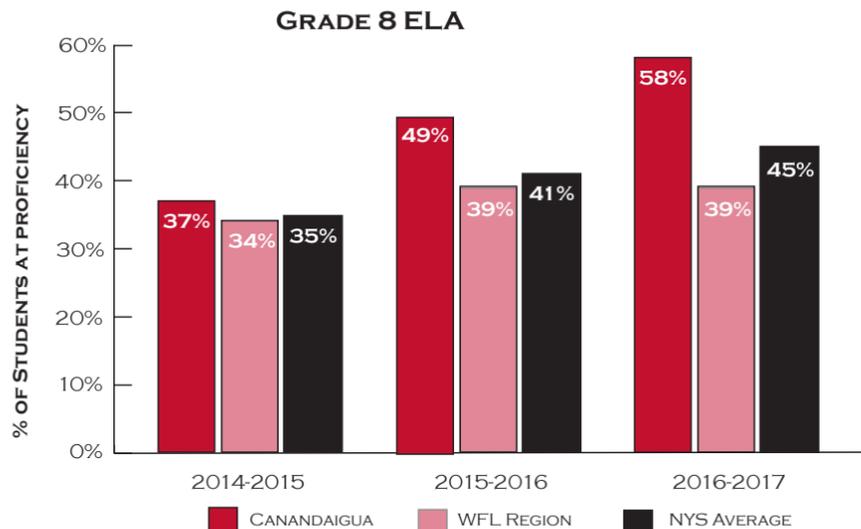


Grades 6-7-8 ELA

We continue to perform well on the ELA assessment. We are above the region and state averages. Our ELA performance data 6-8 reflects our on-going commitment to providing reading and writing instruction across our curriculum. For example, across grades, our Reading Specialists plan with and push into our English, social studies and science classes in order to create and deliver lessons that are language rich



and not just content based. This commitment to common planning and co-teaching opportunities benefits both teachers and students in the effort to reach the language expectations of the Common Core. We will continue to use assessment data to reflect on our progress to ensure we are preparing our students for future success in the 21st Century. We continue to explore ways to close instructional gaps that may exist for our students as indicated by the data.

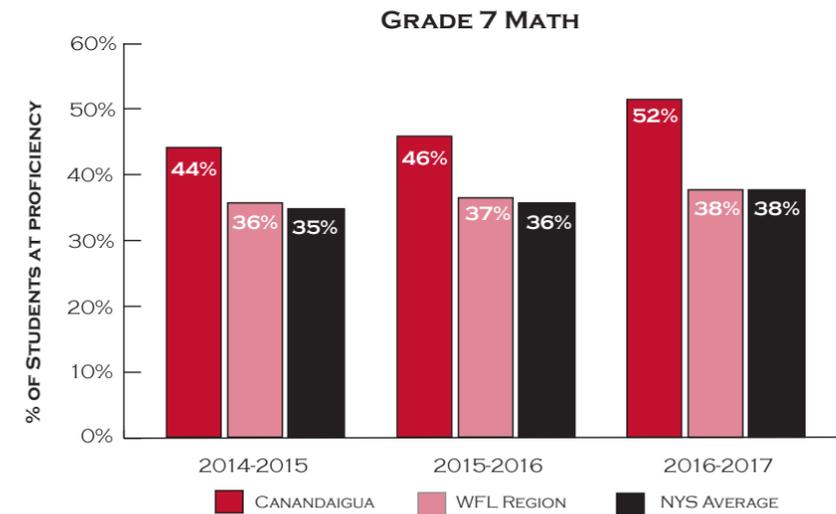
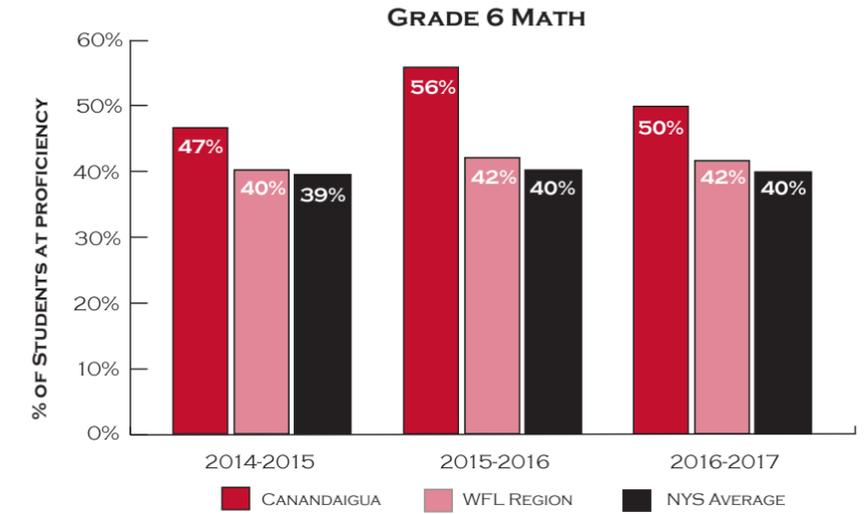


This year (2017-18) we will be implementing the i-Ready assessments that the Primary and Elementary school has been using the past several years to in-progress monitor our students throughout the year with a third party standards based instrument. This will allow us to adjust instruction as necessary, without waiting a full year for assessment data.



Grade 6-7-8 Math

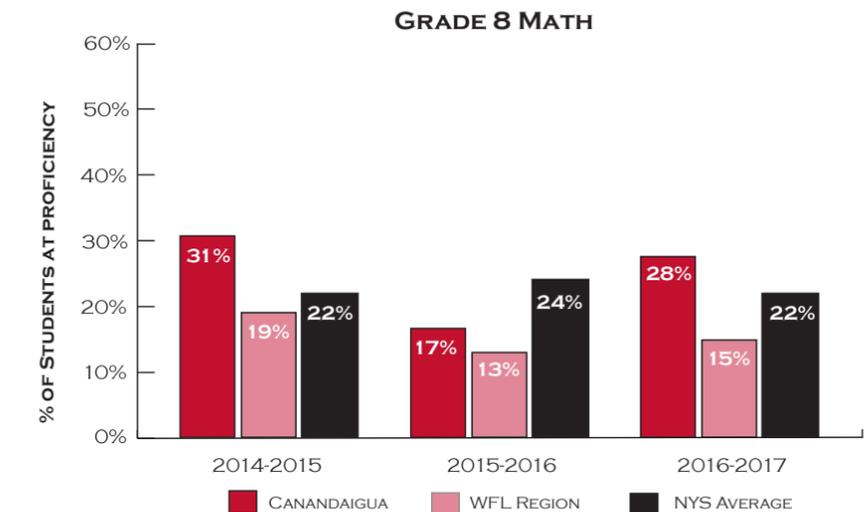
We evaluate our math curriculum across multiple grades with the goal of preparing students to meet graduation requirements. Our growth in math for students grades 6 through 8 shows that we continue to prepare middle school students for their high school math curriculum at a higher rate than local and state averages. This year our grade 8 data shows an increase in performance from last year's dip. We will continue to explore the explicit data and other factors to determine how to continue this growth trend.



The math department as a whole and each grade or content specific class are dedicated to on-going data reviews and curriculum adjustments. Our data indicates that adjustments from previous years have enabled our students to demonstrate growth on achieving mastery of Common Core standards.

Canandaigua also believes in challenging students to stretch themselves and succeed in advanced coursework.

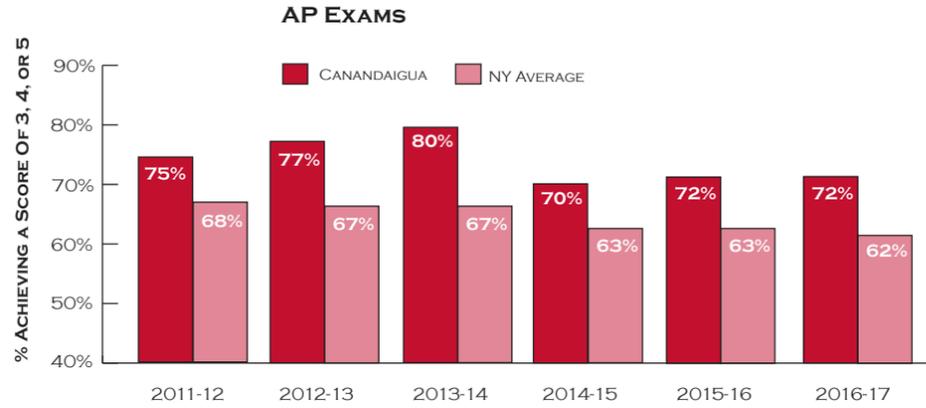
This challenge begins in the middle school with approximately 20% or 57 8th grade students taking Algebra for graduation credit. All those students succeeded in the Spring, 2017 exam, and 54 scored at or above Mastery level (85). Algebra students do not take the eighth-grade math assessment (the results of which are shown in the graph at right), and so their previously proven competence in basic math is not reflected by this assessment.



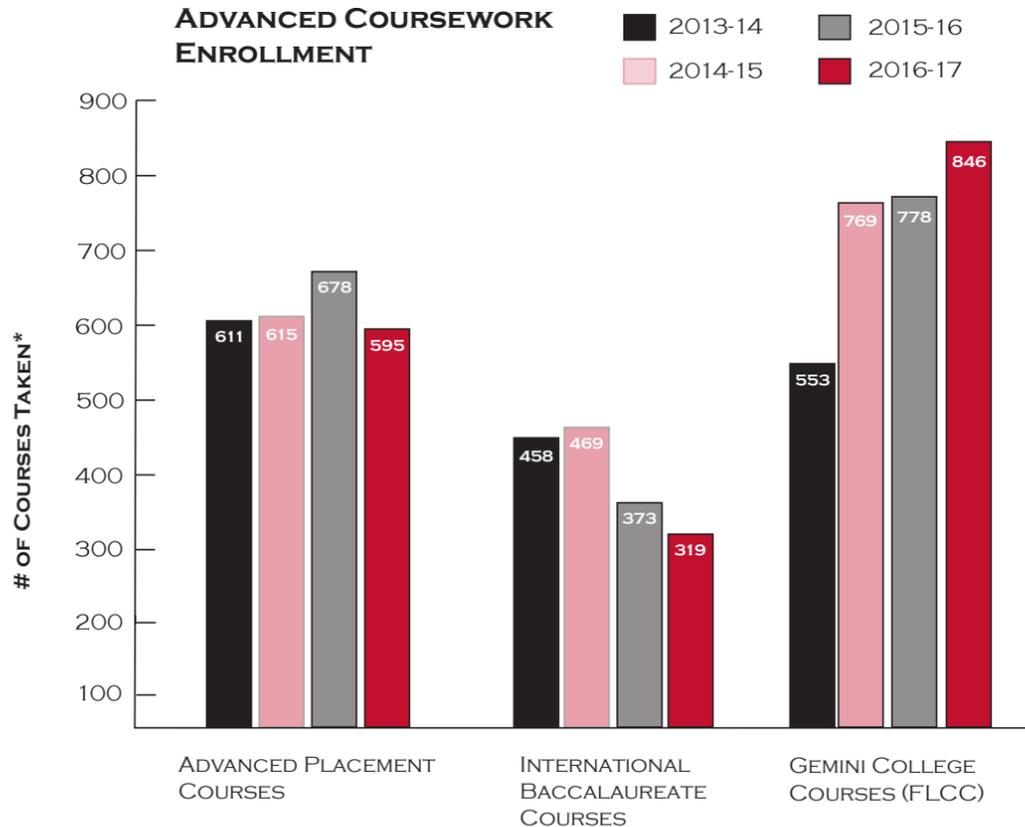


Advanced Study Results

CA students consistently outpace the rest of the state when it comes to performance on Advanced Placement assessments. Even though our results indicate exceptional performance by our students and staff, we will continue to strive to do better. We hope to increase the number of students taking AP examinations by 25% over the next two to three years. We understand that if we get more students taking the assessments, the overall scores might decrease. Philosophically, it is more important to challenge the students than to preserve lofty results. We believe there is greater value when a student signs up for and takes the rigorous spring assessment.



Our CA Building School Improvement Team will examine our advanced coursework data in 2016-2017. We have noticed a significant increase in the number of students taking Gemini/FLCC courses while we have had a sizeable decrease in the number of students taking IB.



We believe there are many individual factors that go into a student's choice between such a wide range of options.

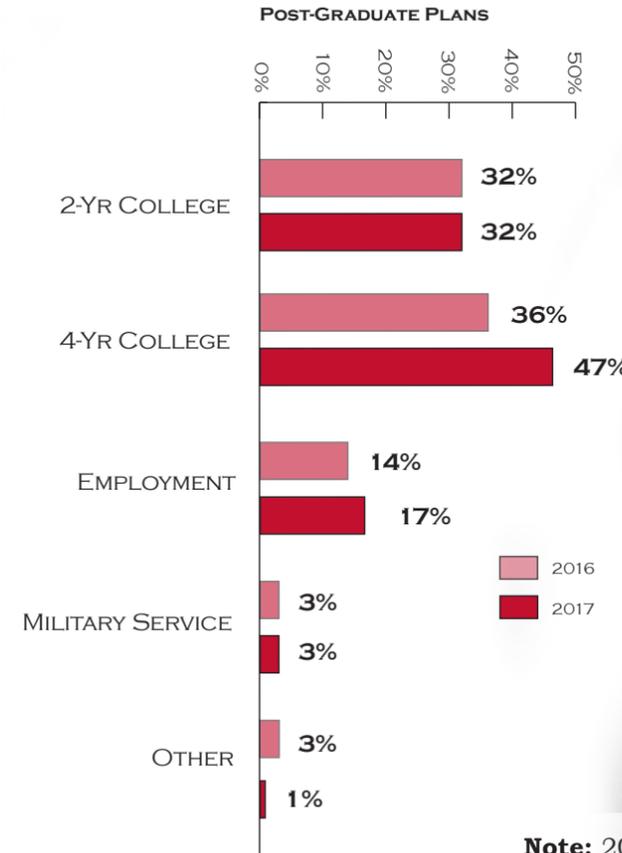
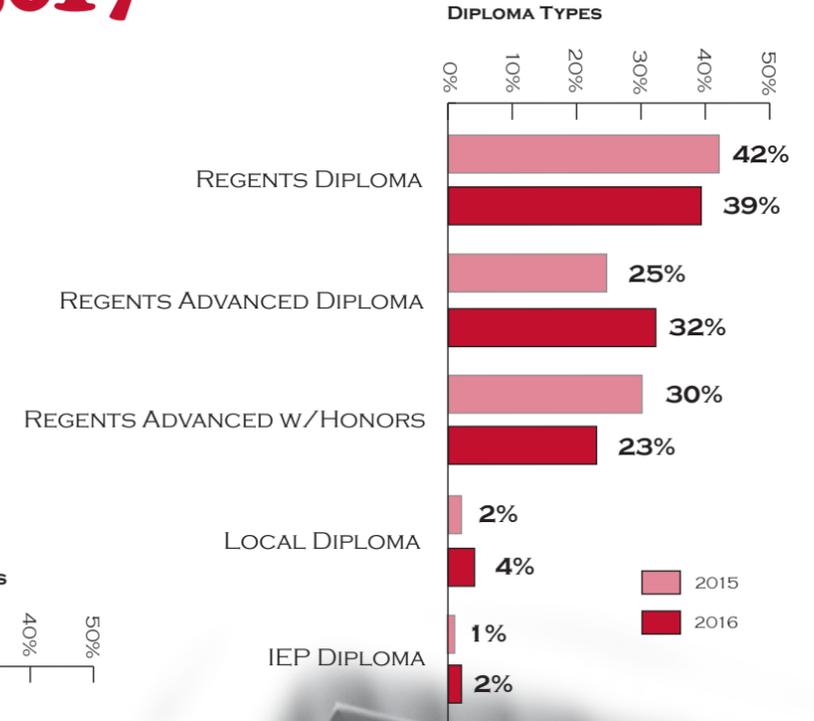
One factor that impacts decision making is the potential for college credit at the end of a course. The Gemini/FLCC increase can be linked to a decrease in the cost per credit that started in 2015-2016. Students now pay \$5 per credit hour for Gemini Courses. We will continue to closely monitor trends in student enrollment and adjust our course offerings accordingly.



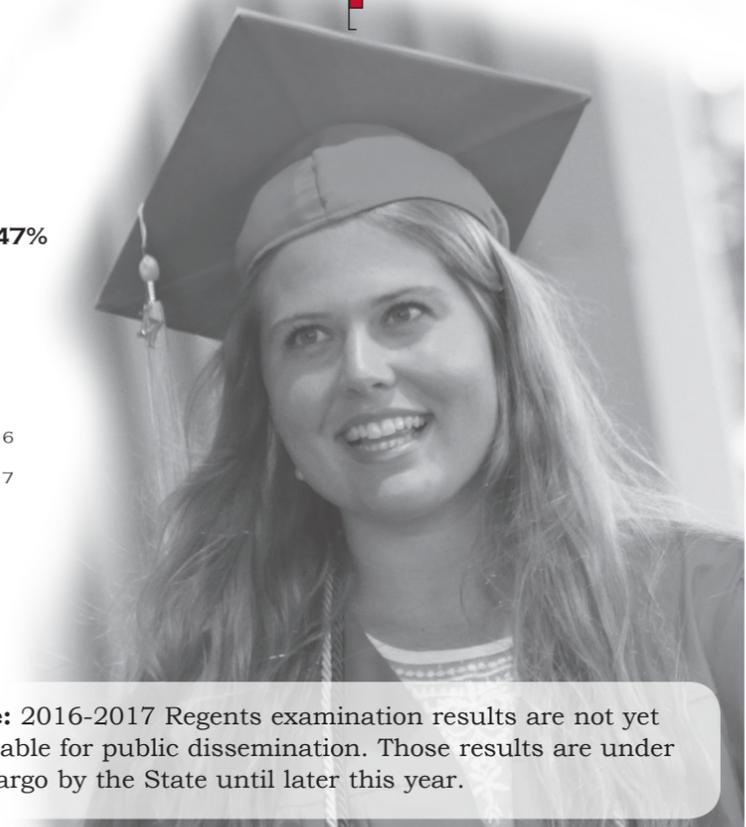
Diplomas & Destinations: CA Class of 2017

As pointed out in the K-8 data, Canandaigua believes in challenging students to stretch themselves and succeed in advanced coursework.

Every student at CA experiences a challenging curriculum. The rigor teachers provide in classes prepares students to be successful. Our goal is to achieve 100% regents or advanced diplomas.



Note: 2016-2017 Regents examination results are not yet available for public dissemination. Those results are under embargo by the State until later this year.





Parental Rights Notification

Parents' Bill of Rights for Data Privacy & Security

In accordance with Education Law Section 2-d, the Canandaigua City School District hereby sets forth the following Parents' Bill of Rights for Data Privacy and Security, which is applicable to all students and their parents/legal guardians.

1. A student's personally identifiable information cannot be sold or released for any commercial purposes;
2. In accordance with FERPA, Section 2-d and Board of Education Policy 7250 Student Records: Access and Challenge, parents have the right to inspect and review the complete contents of their child's education record, including any student data stored or maintained by the District of BOCES;
3. State and federal laws protect the confidentiality of a student's personally identifiable information, and safeguards associated with industry standards and best practices, including, but not limited to, encryption, firewalls, and password protection, must be in place when data is stored or transferred. The District has the following safeguards in place:

- a. All databases that have student information are protected by a secure password and login. These logins are monitored and kept up to date;
- b. Student information is only accessible by those that are deemed warranted of having the information.



K-12 ENROLLMENT (2017-18)

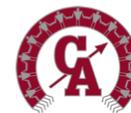


4. The New York State Education Department collects a number of student data elements for authorized uses. A complete list of all student data elements collected by the State is available for public review from the State Education Department. Website: <http://www.p12.nysed.gov/irs/sirs/documentation/NYSEDstudentData.xlsx>. Or parents may obtain a copy of this list by writing to:

Office of Information & Reporting Services
 New York State Education Department
 Room 863 EBA
 89 Washington Avenue
 Albany, NY 12234

5. Parents have the right to submit complaints about possible breaches of student data or teacher or principal APPR data. Any such complaint must be submitted, in writing to:

Jamie M. Farr, Superintendent
 Canandaigua City School District
 143 North Pearl Street
 Canandaigua, NY 14424
 (585) 396-3710
 E-Mail: farrj@canandaiguaschools.org



Educational Records:

Under provisions of the Family Educational Rights and Privacy Act (FERPA), the Protection of Pupil Rights Amendment (PPRA) and the No Child Left Behind Act (NCLB), parents and guardians must be notified of their rights annually with regard to student records and information.

Beyond requirements for reporting adequate academic progress as measured by the state's battery of standardized tests, the law sets forth a number of required notifications regarding school governance issues that the school district must make to parents on an annual basis. They are:

Access to Student Records & Directory Information – Certain student information is considered directory information. Directory information may be released by the school to anyone who requests it, pending approval by the District Records Access Officer. Release of directory information is not permitted if the information is to be used for solicitation, fundraising, political or commercial purposes. Directory information includes:

- Student's name
- Telephone number
- Address
- Date/place of birth
- Degrees/awards received in school
- Dates of attendance
- Weight/height of members of athletic teams
- Most recent previous school attended
- Participation in officially recognized school activities/sports and other similar information.

If a parent, guardian or eligible student does not wish to have some or all of the directory information described above to be released without prior consent, he or she must contact the school principal's office within 30 days of publication of annual notice (usually August in district Calendar).

Student Records:

Parents and guardians of students have the right to inspect and review official educational records. As long as the records are directly related to their children, parents/guardians may obtain copies of them from the school district. If any record appears inaccurate or misleading, parents/guardians also have the right to file for a hearing to challenge the record's contents.



Requests to make copies or amend educational records must be submitted in writing, either in person or by mail, to:

District Records Access Officer,
 143 North Pearl St,
 Canandaigua, NY 14424.

The Records Access Officer will provide information on further procedures and any applicable fees. A form for this purpose may be obtained by calling 396-3948.

Under NCLB, U.S. military recruiters have unlimited access to any student's school records unless a parent/guardian has filed a letter with the District Counseling Center that specifically denies such access. Please contact the Academy Counseling Center at 396-3810 for details.



Right to File Complaint:

Parents or guardians and eligible students over 18 years of age have a right to file a complaint with the U.S. Department of Education alleging failure of the school district to comply with FERPA rules and regulations. Complaints may be filed to:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605

Student Privacy – Parents have the opportunity to opt their child out of participating in the following activities:

- The collection, disclosure or use of personal information collected from students for the purpose of marketing or for selling that information, or providing such information to a third party for that purpose. *The Canandaigua City School District has never engaged in this type of activity and will not in the future.*
- Any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school and scheduled in advance, and is not necessary to protect the immediate health and safety of the student, or of other students. *The District has never contemplated such activities.*
- Administration of any survey containing questions regarding one or more of the following protected information areas:
 - 1) political affiliation or beliefs of the student or student's family;
 - 2) mental or psychological problems of the student or student's family;
 - 3) sex behavior or attitudes;
 - 4) illegal, antisocial, self-incriminating, or demeaning behavior;
 - 5) critical appraisals of others with whom respondents have close family relationships;
 - 6) legally recognized privileged relationships, such as lawyers, doctors or ministers;
 - 7) religious practices, affiliations, or beliefs of the student or parents;
 - 8) income, other than as required by law to determine eligibility for particular programs (such as Free & Reduced Price meal programs).

- Parents also have the right to inspect, upon request and before administration or use:
 - 1) Protected information surveys of students;
 - 2) Instruments used to collect personal information from students;
 - 3) Instructional material used as part of the educational curriculum.

The District has administered Character Education and Risk Behavior surveys to students at grade levels 6-12 that have included general questions on sexual attitudes and illegal behavior related to drug and alcohol usage. The District has also been a participant in a regional K-12 Internet Safety survey conducted by the Rochester Institute of Technology. The District plans to continue administration of these surveys periodically.

Staff Qualifications – Parents have the right to request the following information regarding the professional teaching qualifications of the child's classroom teacher(s):

Whether the teacher has met NYS Education Department qualifications and licensing criteria for the grade levels and subject areas he/she teaches.

Whether the teacher is teaching under emergency or other provisional status through which NYSED qualifications and licensing have been waived due to special circumstances.

The teacher's college major (undergraduate level); whether the teacher has any graduate certifications or degrees and, if so, the field of discipline of the certification or degree.

Whether your child is provided services by any teaching assistants and, if so, their qualifications.

There are several other annual notifications required by law. These include:

The District Attendance Policy – A summary appears in the District Calendar and in specific school student/parent handbooks.

Student Codes of Conduct – A summary appears in the Calendar. The full District Code of Conduct is posted on the District website. More specific codes for each building are published in school handbooks.

Pesticide Application and Asbestos Abatement – Both notifications are available in the District Calendar under Buildings and Grounds.

To obtain a copy of the District Calendar, please contact your building's main office or the Office of Community Relations at 396-3714.



From the Superintendent, A Note on...

Educational Technology

Dear Canandaigua Resident,

Preparing students for the world they enter as adults is an important task and, quite honestly, a task which is inexact. Societal changes are happening at such a rapid pace that they make it hard to imagine what will be 5 or 10 years from now.

Rolling out our chromebooks and leveraging technology is an important part of 21st century learning. It is highly likely that computer programming will be a part of nearly every occupation in the next 10 years and therefore we must proceed strategically and thoughtfully. Putting this technology directly into the hands of our students is essential, but there is a lot more to it than just the machine.

There are three very important educational concepts that are in the mix here, and perhaps need to be mixed differently than in the past. These concepts are:

- **Blended Learning** - leveraging online learning tools to enhance the educational experience, whether in class or at home
- **Personalized Learning** -- differentiation in teaching approach to meet the needs of each individual learner, and
- **Competency Based Learning** -- demonstrating what you know and moving on if competent; allowing a student to work at their own pace

Every school has a variety of needs. And the reality is, good pedagogical practices ought to include aspects of personalization, blended learning, and competency based learning.

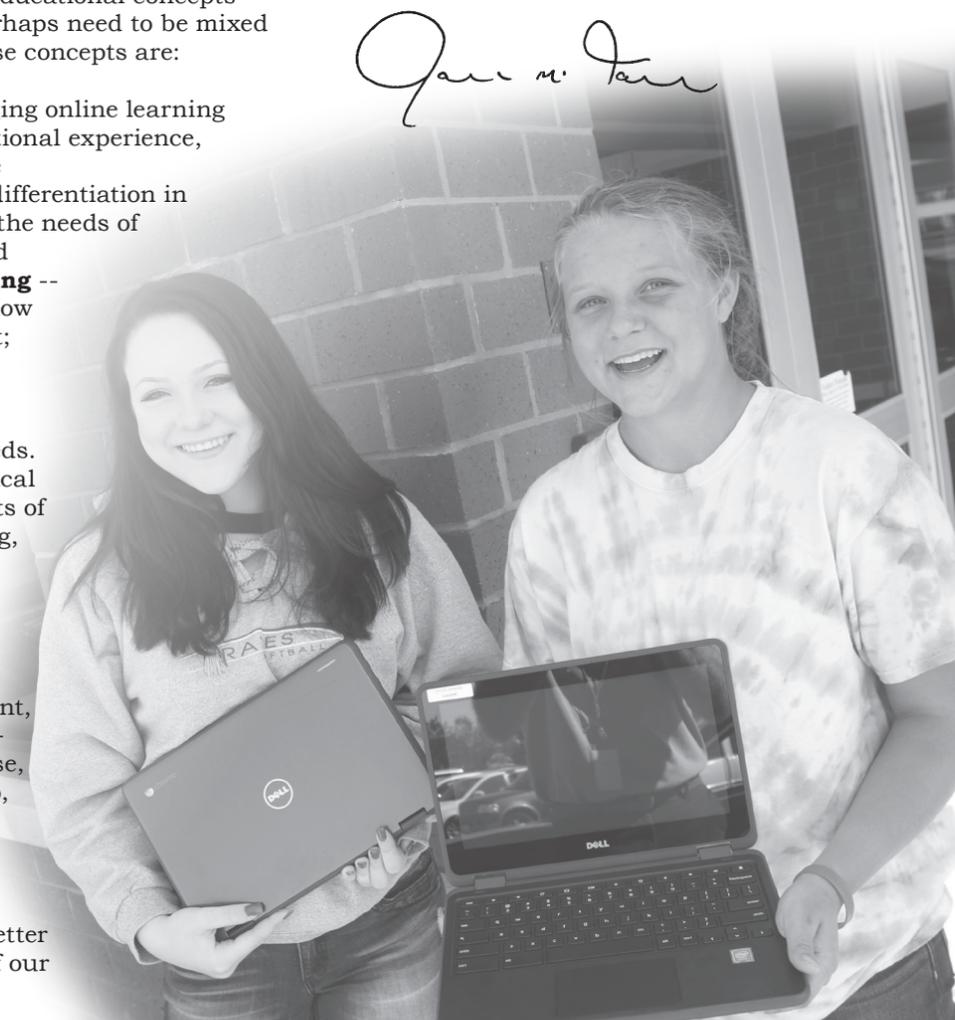
But that isn't all. Explicit instruction is important, direct instruction is important, collaborative learning is important, project-based learning matters -- the list goes on and on! Of course, there are critical "soft skills", too, like building relationships with students and good classroom management. In the educational field, we recognize that the more pedagogical tools we have, the better we can meet the diverse needs of our learners.

These are all tools our teachers need to utilize regularly. All of them! Not one singular approach, philosophy or learning target will be the stand alone answer.

Leveraging the chromebooks – now distributed to every student in Grades 6-12, with Grades K-5 to be covered with similar devices next year – is indeed a major component in shifting instructional practices and allowing kids to perform academically in manners never before conceived. But we should never lose sight of traditional forms of instruction as approaches that matter -- and work -- for kids, too.

We are a Braves Family, Canandaigua Proud!

Jan M. Jan





**Canandaigua
City School District**
Committed to Excellence

Board of Education

Mrs. Jeanie Grimm, *President*

Mrs. Cheryl Birx, *V.P.*

Mrs. Cheryl Birx

Mr. Bill Patrowicz

Mrs. Michelle Pedzich

Mr. John Polimeni

Mr. Thomas Reho

Mrs. Jennifer Schneider

Mrs. Beth Thomas

Mr. Ralph Undercoffler

Mr. Jamie Farr

Superintendent of Schools

Mr. Matt Schrage

Asst. Superintendent for Instruction

Andy Thomas - *Digest Editor & Design*

Tracy Lindsay - *Data Development*

Non-Profit Organization

U.S. POSTAGE

PAID

Canandaigua, N.Y.

Permit No. 53

CAR-RT SORT

Postal Patron



The

vision

**of the Canandaigua City School District
is to lead and inspire a community of
learners to fulfill their academic
and creative potential.**