

STUDENT-CENTERED LEARNING LOGIC MODEL FOR WINOOSKI & BURLINGTON: PARTNERSHIP FOR CHANGE

VISION: The Winooski/ Burlington School District is an innovative, collaborative, and equitable learning organization that inspires all learners to lead their communities to a dynamic and sustainable future.

What do we want?

FOR WHOM ?	ASSUMPTIONS <i>What do we believe?</i>	STUDENT-CENTERED LEARNING STRATEGIES/ACTIVITIES <i>What's it going to take?</i>	OUTCOMES <i>What will it look like?</i>	IMPACTS <i>Difference ?</i>
ALL Win- ooski Mid- dle/ High Scho- ol (WMHS) & Bur- ling- ton High Scho- ol (BHS) STU- DEN- TS	BHS/WMHS change efforts must focus on through the lens of equity, technology and engaging all voices in the process: <ul style="list-style-type: none"> • Personalized & Proficiency-Based Learning • Teaching & Learning Environments • Community-Based Learning • Youth Engagement & Leadership • Family & School Partnerships 	<p align="center">WMHS and BHS will...</p> <ol style="list-style-type: none"> 1. Provide all students with personalized learning in a proficiency-based system so students can <ol style="list-style-type: none"> a. Demonstrate mastery in a proficiency-based graduation system b. Explore and discover passions with regards to interests, career and after high school education options to accomplish their stated educational goals c. Develop digital personalized learning plans based on proficiency-based graduation standards, interests, career and after high school education options d. Receive regular guidance and support from a school-based adult point person as they progress through their personal learning plan 2. Support students through new teaching and learning environments so students can: <ol style="list-style-type: none"> a. Learn in an inter-disciplinary, collaborative classroom environment b. Engage in learning that is designed and/or facilitated with community partners c. Be directly impacted by enhanced learning opportunities due to a robust system of teacher learning and development d. Succeed at a pace that meets their learning needs e. Participate in dual-enrollment and/or online courses 3. Facilitate real-world, relevant community-based learning so students can: <ol style="list-style-type: none"> a. Engage in applied, learning-rich opportunities that can occur anywhere, anytime and are drawn from partnerships with businesses, community-based organizations, other institutions, and individuals across the community who are informed and supported to effectively engage students b. Experience learning opportunities connected with jobs, careers, and after high school education/training 4. Develop student voice and leadership opportunities so students can: <ol style="list-style-type: none"> a. Have formal processes through which they have a voice, can make choices, can be equal partners in changes/decisions, and can take ownership of their learning b. Have opportunities for engagement so they are empowered as drivers in student-centered change 5. Foster positive, meaningful adult relationships and support so students and adults can: <ol style="list-style-type: none"> a. Regularly communicate and interact to promote understanding so adults are supported as partners in student's learning b. Connect about how to collaborate in their children's learning and the personalized learning plan c. Access additional supports, particularly for families who are ELL and who qualify for free/reduced lunch d. Communicate vital information and ongoing support regarding career planning and after high school education options 	All students will be regularly engaged in learning experiences aligned with the graduate expectations that are: <ul style="list-style-type: none"> • personalized & student centered • proficiency-based • informed by digital personalized learning plans that evolve over time • school and community-based – where education takes place anytime and anywhere • applicable to relevant, “real world” situations • able to impart digital literacy and flexibility to adapt to changing technologies • able to develop leadership, confidence, enthusiasm, and passion to be life-long, engaged learners 	All students: --thrive at school, work, home, and in the community --improve their schools and communities -- are valued as contributing members of the larger community --advance to economically - rewarding and personally fulfilling careers Because WMHS/BHS students are strongly prepared, the Vermont economy is stronger and prosperous because more students enter the workforce with skills, habits, and dispositions necessary for the changing world

SYSTEMS LEVEL LOGIC MODEL FOR WINOOSKI & BURLINGTON: PARTNERSHIP FOR CHANGE

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ALL Win- ooski Middle/ High School (WMHS) & Burling- ton High School (BHS) Adminis- trators, Teache- rs, Staff, School Board Membe- rs, Commu- nity Membe- rs	BHS/WMHS change efforts must focus on through the lens of equity, technology and engaging all voices in the process: ● Personalized & Proficiency-Based Learning ● Teaching & Learning Environments ● Community-Based Learning ● Youth Engagement & Leadership ● Family & School Partnerships	<p align="center"><u>WMHS and BHS will...</u></p> <p>1. Support faculty, administrators, staff, and board members as learners:</p> <ol style="list-style-type: none"> orienting faculty and staff regarding options for successful student transitions to post-secondary education/training and/or employment instituting professional development and support enabling systemic teacher learning training/supporting teachers regarding student-centered learning to have the necessary skills for new role providing teachers with training, coaching, collaboration opportunities, and graduate-level coursework supporting teachers to facilitate and design community-wide learning opportunities and to mentor community-based educators <p>2. Establish quality standards for programs and monitor performance towards goals:</p> <ol style="list-style-type: none"> tracking graduates' post-secondary outcomes using other feedback mechanisms including, but not limited to student/graduate surveys obtaining and analyzing short-term and longitudinal data regarding results of district level systems change efforts <p>3. Build and expand relationships with the community in support of anytime, anywhere learning:</p> <ol style="list-style-type: none"> encouraging the community to share responsibility and commitment for, and provide support for student success and high-quality public education developing new and enhancing mature, comprehensive relationships with post-secondary education/training institutions, businesses, and other organizations to provide learning opportunities that can occur anytime, anywhere studying successful dual-enrollment programs and models at other sites where students graduate with an associate's degree, and scaling up existing dual-enrollment programs that are working creating a data-base of employers and other organizations, along with learning opportunities they offer to students engaging businesses in sponsoring internships and work-based learning opportunities that provide students with necessary 21st century skills and offer academic credit <p>4. Foster positive, meaningful adult relationships:</p> <ol style="list-style-type: none"> developing systems of family/school partnerships in which parents feel welcome at schools, are learners, are empowered as active citizens, and are capable of engaging in and being supportive of their children's learning and community contributions <p>5. Provide enhanced learning environments:</p> <ol style="list-style-type: none"> developing and implementing new structures, spaces, curricula, and use of common space/time for grouping students and teachers to share learning and support more effective teaching/learning environments and opportunities for interdisciplinary teaching and learning 	<p>Systems Outcomes Systems and processes necessary for all elements of the "Master/Student-Focused" Logic Model to be a reality are in place</p> <p>Quality standards, data-gathering, other feedback mechanisms and measurements are in place and institutionalized, and contribute to continuous quality improvement</p> <p>New in-school structures, spaces, curricula, and schedules are being experimented with and evaluated</p> <p>Public Outcomes Parents/family members are capable of and engaged in supporting their children's learning and community contributions</p> <p>The community has taken increased responsibility for students' learning</p> <p>Student Outcomes School faculty, staff and administrators are engaged learners capable of contributing to and adapting to ongoing positive change</p> <p>Formal, collaborative relationships with other institutions, businesses, and individuals in the community have grown and evolved, and enabled significantly increased opportunities for student anytime/ anywhere learning to grow</p>	<p>All students: --thrive at school, work, home, and in the community --improve their schools and communities -- are valued as contributing members of the larger community --advance to economically - rewarding and personally fulfilling careers and/or post-secondary education/traini ng</p> <p>Because WMHS/BHS students are strongly prepared, the Vermont economy is stronger and prosperous because more students enter the workforce with skills, habits, and dispositions necessary for the changing world</p>