Burlington and Winooski Partnering for Change: Creating Our Future Together One Student at a Time

Vision:
Each young person in Burlington and Winooski, Vermont will graduate from high school with the confidence, enthusiasm, skills and knowledge they need to build a satisfying and sustainable future for themselves, their community and their world.

Opportunity Statements:
1) We will re-design our systems to foster learning that is engaging for each learner in a way that supports successful post-secondary transitions and lifelong habits of learning.
2) We will re-design our systems to meet the needs of learners who face the biggest barriers to success, specifically New Americans and those living in poverty.

	Strategies	Early Implementation	Late Implementation
Student as Engaged Learner: Transformation Academy using Participatory Action Research (PAR) Strategies & Activities	**Learners Master Essential Skills and Knowledge: Personalized and Proficiency Based Learning Opportunities** *Fellow and Implementation Team; Effective Teaming Fellow and Implementation Team*	Every 9th-10th grade learner develops an engaging personalized learning plan (PLP) that charts a pathway to the mastery of proficiency-based knowledge and skills, embraces the learner's passions, interests, and concerns, and incorporates community-based and global learning opportunities. 6th-8th grade learners pilot middle school PLPs that connect and transition to high school learning plans. Specific and differentiated learning opportunities will allow New American and low-income learners more time for learning, including after-school, summer, and online programming in order to advance and accelerate mastering proficiency-based skills and knowledge as part of their PLPs. *(Phased rollout of proficiency-based learning, PLPs, and PAR)*	Earlier implementation continues and every 6-8th and 11th-12th grade learner develops a personalized PLP that additionally articulates a clear pathway to success in career, college, and community. Every PLP includes multiple opportunities to participate in interdisciplinary, relevant, and real-world experiences. *(Complete rollout of proficiency-based learning, PLPs, and ongoing PAR)*
	Learner/Family/School Partnerships: *Family School Community Fellow and Implementation Team; Youth Engagement Fellow and Implementation Team*	Every 9th-10th grade learner, regardless of background, feels engaged in and supported by effective student/family/school partnerships characterized by collaboration, trust, mutual accountability, and a shared understanding of student-centered, proficiency-based learning and assessment. The PLP system will include regular opportunities to report to and gain feedback from a teacher advisor and parent/community mentor. 6th-8th grade learners begin to participate in related partnerships with support from teachers and parents/community mentors. Diverse youth leaders receive training, support and opportunities to actively develop learner voice so that youth are better able to play meaningful roles in shaping their own education. *(Phased rollout of partnerships and PAR)*	Earlier implementation continues and every 6-8th grade and 11th-12th grade learner additionally is engaged in and supported by student/family/school partnerships that serves her or his preparation for career, college, and community. All students have opportunities to engage in meaningful partnership with teachers, administrators, and community partners to shape their own learning and improve their schools and communities. *(Complete rollout of partnerships and ongoing PAR)*
	The Engaged Learner's Day *(Curriculum, Instruction, and Assessment): Personalized and Proficiency Based Learning Opportunities Fellow and Implementation Team; Effective Teaming Fellow and Implementation Team*	Every 9th-10th grade learner is immersed in anywhere, anytime learning, characterized by 24/7 and 1:1 access to internet-capable devices, project- and community-based and service learning, and activities that are relevant, authentic, and lead to mastery of essential skills and knowledge. 6th-8th grade learners pilot student-centered and anywhere, anytime learning opportunities. Every 9th-10th grade learner participates in a collaborative formative and summative assessment process, documented in a portable electronic portfolio, that is performance-based, timely and ongoing, grounded in continuous improvement, competence and proficiency, and linked to her or his PLP. 6th-8th graders begin portfolio documentation of learning progress towards end of middle school proficiencies. *(Phased rollout of 1:1 computing and student-centered curriculum, instruction and assessment, and PAR)*	Earlier implementation continues and expands to all 6th-8th and 11th and 12th grades. Learners in later grades incorporate learning opportunities closely aligned with their pathway to career, college, and community. *(Complete rollout of 1:1 computing and student-centered curriculum, instruction and assessment and ongoing PAR)*
	The Learner's Successful Transition to College, Career and Community: *Community Based Learning Fellow and Implementation Team*	Every 9-10th grade student participates in career and college planning, and incorporates appropriate opportunities to bolster transition success into his or her PLP, including: - community-based learning opportunities - youth entrepreneurship activities - community mentors - dual enrollment and college advising opportunities - transition programs specifically designed to meet the needs of New Americans and English language learners. High school and postsecondary transition strategies are developed for 6th-8th grade learners. *(Existing transition strategies and services are scaled up to serve all students; and PAR)*	Earlier implementation continues. Every 6th-8th grade learner explores interests and opportunities related to careers, college, and community life. Transition strategies and services are expanded and improved to insure every student experiences a successful transition to career, college, and community. Every learner has structured and supported community-based learning and college exploration experiences as an integral part of the PLP. *(Transition strategies and services are expanded and improved to insure every student experiences a successful transition to career, college and community; and ongoing PAR).*
Models of Practice	**Teacher as Engaged Learner:** *Transformation Academy and Dean of the Academy; Participatory Action Research; three, six and nine credit courses; ELL instructional strategies and training; summer institutes*	Support the intellectual growth of teachers and administrators as a catalyst for instructional improvement through student-centered, technology-rich learning. Develop teacher-leader and administrator collaborative capacities to provide opportunities to learn and to support teachers in formal and informal professional learning communities, deepening the collaborative infrastructure within each school that supports ongoing, job-embedded teacher learning that "sticks."	Teachers' and administrators' learning flourishes through fellowships, mentorships, critical friends groups, mini-sabbaticals, supported independent studies, exchange programs, opportunities to publish, and community internships with appropriate incentives to participate. Administrators and teacher-leaders serve as lead learners who set the tone and provide role models for an enlarged learning community that includes students, teachers, parents, and the larger community.
		Identify core competencies for each course, aligned with proficiency-based graduation requirements and national and state standards, that serve as the framework for personal learning plans. Develop personalized, engaging, student-centered, and technology-rich 9th and10th grade programming that supports all students meeting grade-level proficiencies with additional assistance for New Americans and low-income learners who may need additional time and coursework to meet end of 10th grade standards. Begin to develop 11th and 12th grade interdisciplinary and thematic learning options in conjunction with technical center learning programming so that all upper high school learners engage in choice and interest based learning linked to college and career based goals. Community-based, service-learning, career-focused and relevant learning are embedded.	Clear course and graduation proficiencies for learning are at the heart of PLP plans with each student demonstrating mastery and connections to post-secondary goals in individual and creative ways. High school programming engages students and includes a variety of learning options with linked courses, embedded community and service learning, and post-secondary connections. Teachers develop models for other high schools to show how proficiency-based learning in a variety of learning communities focuses on student interests and passions.
Resources and Supports		Build and apply teacher knowledge, skills and dispositions in: Supporting PLP development and advising students including forming effective partnerships with parents and community mentors and becoming knowledgeable about learner, online, and community learning options. Cultivating and incorporating student voice and involvement in school improvement and student-centered teaching and learning. Collaborating with community-based educators in helping students to meet PLP proficiencies on and off campus. Provide professional development for teachers in community-based learning. Working with community members as partners in assessing student learning in a wide variety of school and community settings. Building teacher expertise in teaching effectively across cultural differences (especially with New American students, ELL students, and students living in poverty).	Most teachers and administrators are advisors and the primary school contacts for parents/mentors of their advisees. Students regularly make decisions collaboratively with teachers about what and how to learn so they are engaged and fully participating in their own learning. Educators and students discuss important school issues and make appropriate decisions collaboratively in learning groups and teams that aspire to be democratic and living examples of civic engagement. School-based educators are respected mentors for community-based educators who collaborate to support anytime, anywhere learning opportunities. Teachers regularly include community members as partners in assessing student work that's visible, public, proficiency-based, and benchmarked to real-world standards. Teachers are skilled in cross-cultural teaching and differentiate their instruction to meet the needs of New American and ELL students and students living in poverty.
	Infrastructure, Management and Leadership at school, District and community levels: *BSD/WSD Partnership Steering Committee; Transformation Academy, its courses and implementation teams using Participatory Action Research, and Dean of Transformation Academy; labor relations consultancy*	Realign curriculum, instruction, assessment, and budgets, and develop standards and common assessments for proficiency-based system; establish PLP management capacity. Teachers and District administrations work together to build professional development capacity that supports all teachers in teaching English Language Learners. Develop district-level standards and evaluation tools to support and enhance meaningful student involvement in school improvement. Revisit modes of communicating with families and other stakeholders so that districts are better positioned to solicit and incorporate input from diverse voices. Establish organizational design and management for delivering community based learning and college access opportunities, building and sustaining partnerships with employers and colleges. Establish quality standards & outcome measurement for community-based learning & college access. Incorporate strategies that engage teachers and other key stakeholders in developing master agreements that support teacher learning, leadership, and emerging roles in this new student-centered educational system.	District curriculum, instruction, assessment, budgets and reporting alignment is responsive to emerging student-centered learning opportunities. All teachers feel supported by on-demand and ongoing access to high-quality learning and resources for teaching English Language Learners. School and District-level standards and evaluation procedures contribute to broad-based, high-quality student involvement in continuous school improvement. District policy and practice supports communication at times/places/with services that are convenient for families and community members. Infrastructure, management and leadership capacity supports delivery, coordination, and measurement of a full array of community-based learning and college access opportunities for all students. Teacher voice is evident in contract development and negotiations; teachers feel supported and valued in contract negotiations; community is well-informed. The master agreement is a source of sustainable and ongoing improvement in student-centered learning.
	Data System: *Learning Management System*	Investigate and develop an integrated data system to support student-centered, proficiency-based learning, PLPs , community-based learning, postsecondary success, and mandated performance data.	Fully implemented integrated data system to support student-centered, proficiency-based learning, PLPs, community-based learning, postsecondary success, and mandated performance data. Longitudinal data demonstrates improved college enrollment & persistence and positive employment outcomes of NM district level systems change efforts. Employer database in place identifying what learning opportunities businesses have offered and will provide to students.
	Technology: *Investment in 1:1 Internet-capable devices; tech integration services; wireless infrastructure and tech support*	Improve technology infrastructure to support ubiquitous access for student-centered, technology-rich learning. Phased roll-out of 1:1 access to internet-capable devices for grades 9 and10, and pilots for grades 6-8. Establish hardware and software infrastructure to support integrated data management.	Establish a sustainable infrastructure improvement process to maintain ubiquitous access for student learning. Complete phased rollout of ubiquitous, 1:1 computing access for grades 6-12. Establish sustainable funding and decision making process to maintain a data management system responsive to the evolving needs of student-centered learning.
Federal, State and District Level Policy Change	**Ensure policies, practices, and resources support student-centered learning system and are aligned with state and federal requirements:** *Partnership with policy and advocacy organization; Voices for Vermont's Children*	Ensure K-12 curriculum alignment and transition to new Common Core standards and testing systems complements and supports transition to student-centered learning. Develop structures and strategies to address barriers to student-centered learning in current policies and procedures at the local, state and federal levels. Address privacy, security, and other policy concerns related to ubiquitous, technology-rich learning. Develop budgets that phase in increased support for student-centered learning strategies and activities.	Ensure, as possible and appropriate, full alignment of all new or proposed policies and procedures with state and federal requirements and the needs of a dynamic student-centered learning system. With community and school partners, address remaining, long-term barriers to full implementation of student-centered learning system. Use emerging lessons from this work to inform and influence state and federal policymakers as they deliberate changes to existing requirements and funding streams. Develop budgets that effectively blend multiple revenue streams - and the requirements that accompany those streams to support student-centered learning.
Public Understanding and Demand *Create effective partnerships with community voices to drive change; Family-School-Community Partnership developers and teams; Participatory Action Research throughout*	**Empower and organize target population youth and adults to shape and inform student-centered learning system changes.**	Leaders and leadership structures emerge that position new voices as allies for advancing and sustaining student-centered learning system reforms.	Engaged and empowered community informs student-centered learning system reforms, supports implementation, and holds schools and community accountable for every learner's success.
	Engage influential voices (school board, community, parent, student, educator, policymakers) to ensure long-term success of student-centered learning system	Community input and structures needed to gather and reflect that input ensure ongoing engagement and support from stakeholders with influence.	

Initial Conditions

o Robust examples of community-based, project-based, and technology-rich learning exist in both districts, but they are the isolated exceptions, not the norm. In addition, some federal, state, and district policies and mandates-such as standardized testing and AYP pressure-are inimical to the schedule and curricular flexibility that support these personalized approaches to learning.

o Contract agreements are often poorly aligned with the time demands of teacher collaboration (i.e., daily common planning time, time to collaboratively examine student work, learn from peers, and incorporate emerging technologies into their teaching).

o Both schools want seamless wireless access in all school buildings, but the current infrastructure provides inconsistent access and can't handle a 1:1 load.

o Many learners appear to be unmotivated and some never graduate. Many graduates are not prepared for the jobs being created or leave the state to find career opportunities.

o Vermont's population is aging, and there's a shortage of skilled workers. Most new jobs require post-secondary education yet college is becoming unaffordable for many students and their families.

o Many parents from our refugee communities and/or living in poverty feel disenfranchised from our schools, and many of their children mirror their disengagement.

o Some stakeholders and families have disproportionate influence over critical educational decisions and programs. We need to empower new voices without silencing existing voices to foster a system that prepares every learner to thrive.

o State-level policy recommendations were created in 2008 calling for 21st century learning expectations, competency-based credit, competency-based transcripts, and competency-based graduation requirements. However, there are no accountability mechanisms, and implementation depends largely on the skill and willingness of local educators.

Long-Term Outcomes

o All learners thrive-at school, work, home, and in the community-because the community shares responsibility and provides support for student success. All learners contribute to the larger community with support from their parents. Community-based learning is seen as an essential part of their education.

o Every learner completes high school with the skills necessary for their desired post-secondary options woven into proficiency-based graduation requirements. Vermont businesses hire more Vermont high school and college graduates, which reduces the brain drain.

o Employers, community-based organizations, institutions of higher education, and other stakeholders form a seamless web that supports ubiquitous learning. The community is committed to equal access and engage with high-quality public education.

o Teacher roles have been expanded to include facilitation and design of community-wide learning opportunities and mentoring for community-based educators. These contributions are acknowledged and rewarded.

o Parents-especially those living in poverty and from refugee communities-feel welcome in local schools. Their ongoing engagement contributes to their own learning and to their empowerment as active citizens.

o Teacher contracts are negotiated from a perspective of transparency and mutual trust, which allows the flexibility to focus on student-centered learning.