

Partnership for Change Work Plan – Revised May 2014

Plan, Pilot, or Districts-Wide Implementation	Objectives / Milestones	Key Activities or Tasks to Achieve Each Milestone <i>REVISED May 2014</i>	Start Month/Year	End Month/Year	Lead Staff/Organization
GRAYED-OUT ROWS INDICATE A COMPLETED TASK					
Plan	1. To shift the culture of teacher learning to one of personalized, diversified, ongoing, embedded opportunities that fosters a collaborative and supportive learning community within and across both districts.	Offer diversified learning opportunities that are aligned with the common vision and top priorities of each district as well as responsive to the needs of teachers. Each learning opportunity embeds technology and methods to support all learners. Ensure that each lever for change is explored throughout the grant period. (Ex: Site Visits, Conference participation, embedded coaches, university courses, collaborative team membership (GX), PLCs, Teacher Investment Funds)	JAN. 2013	JUNE 2018 Ongoing	TIP Coordinator, Fellows, Director, principals, superintendents, curriculum coordinators, SDI Coordinator
Pilot		Engage with local universities to ensure teacher learning opportunities and embedded, year-round collaboration is credit-bearing.	OCT. 2012	JUNE 2018 Ongoing	Fellows, TIP Coordinator, Principals
Districts-Wide Implementation		Offer a weeklong teacher-learning institute (w/ credit-bearing options) that supports teachers in shifting practice to a more student-centered, proficiency based model and builds upon prior school year work and identified needs.	JUNE 2012	JUNE 2018 Ongoing	Principals, SDI Coordinator, Fellows, TIP Coordinator, TIP teachers, Curriculum

					coordinators
Districts-Wide Implementation		Support the districts to ensure all trainings and teacher-learning opportunities focus on or embed cultural competency and differentiation for all learners.	SEPT. 2012	JUNE 2018 Ongoing	Director, BHS/WHS ELL Coordinators, Principals, Directors of Diversity and Equity (BSD), Curriculum coordinators
Pilot	2. Teachers engage in expanded leadership and diversified teacher roles to support school transformation.	<p>Create five fellowships for teacher-leaders, non-profit, community or business leaders of implementation teams - Effective Teaming, Personalized and Proficiency-Based Learning Opportunities, Community-Based Learning Opportunities, Youth Leadership and Involvement, and Family School Partnership.</p> <ul style="list-style-type: none"> • Design and distribute the fellow solicitations • Establish membership requirements to ensure diverse stakeholder representation on teams • Create and implement application process for PAR team members • Design modules in PAR and collaborative inquiry 	FEB. 2012	JUNE 2014	Director, Steering Committee, BHS/WHS Principals
Districts-Wide Implement		In year 3, the fellowship model evolved to a model of co-teaching and innovation informed by district need. Supporting more Winooski and	APR. 2014	JUNE 2018	Project Manager, TIP Coordinator, principals, past

ation		<p>Burlington teachers to be released for less time and have more embedded responsibility to shifting practice and school culture towards one that is student-centered and proficiency based.</p> <p>Each subsequent year, this model will be evaluated for effectiveness to ensure it is still meeting the needs and then tweaked based on findings for following year.</p>			fellows, teachers
Districts-Wide Implementation		<p>Link the work of the fellows in a design team structure coordinated by a Director along with key school educators to oversee teacher-learning opportunities.</p> <p>In year 3, the work of the Fellows will shift to Teacher Innovators will be collaborative within the schools and cross-district, coordinated by the TIP Coordinator and will inform teacher learning opportunities district wide.</p>	AUG. 2013	DEC. 2017 Ongoing	TIP Coordinator, Project Manager, Fellows, BHS/WHS Principals and Teacher Innovators
Districts-Wide Implementation		Create additional opportunities for teacher leadership and administrator support through learning opportunities including (but not limited to) credit-bearing work, inquiry groups, and new staff/committee structures.	JAN. 2013	DEC. 2018 Ongoing	Director, Fellows, BHS/WHS Principals, TIP Coordinator, Teacher Innovators, Project Manager
Plan	3. To build sustainable structures that foster relationships between and among students and teachers that	Select teachers for 9th grade team (BHS) and 9/10th grade team (WHS). 18 (BHS) and 7 (WHS) core teachers anticipated.	JAN. 2012	JUNE 2013	BHS/WHS Principals

	support academic and social-emotional growth.				
District-Wide Implementation		Select fellow to serve as lead learner and facilitator of participatory action research around Teaching and Learning Environments for first and second grant years. In year three, fellowship model shifts to Teacher Innovator Program.	APR. 2012	JUNE 2017 Ongoing	Director, BHS/WHS Principals, TIP coordinator, project manager, Teacher Innovators
Pilot		Begin professional development in support of teaming using school PLC meeting time in the spring, with intense learning and planning opportunities during the summer, followed by classroom and embedded support during the school year.	MARCH 2012	JUNE 2014	Director, BHS/WHS Principals and Fellow
Districts-Wide Implementation		Launch and support 9 th Grade Academies at BHS and Humanities teams at WMHS	JUNE 2012	JUNE 2013	BHS/WHS Principals and Fellow
Plan		BHS: Begin 10th Grade Humanities teams for 2014-15 and continued exploration of the 11/12 grade. Additionally, all seniors will take senior seminar in 2014-15 - a new course to support college/career planning. WMHS: Continue and grow 21st Century Lab School - Now called iLab; Humanities teaming continues; WMS teaming deepens; new Teacher Innovators partner traditional classroom teachers with iLab teachers to expand iLab	DEC. 2012	AUG. 2015	BHS/WHS Principals, TIP coordinator, iLab teachers, 10th grade BHS Humanities teachers, BHS School Redesign Committee, BHS business dept.

		programming and practices.			
Districts-Wide Implementation		<p>BHS: Continue professional development in support of 9th Grade Academy Teachers, Grade 10 Humanities Teachers and the School Redesign Team working to explore 11th-12th grade innovative, interdisciplinary, tech-rich programming</p> <p>WMHS: Continue PD support for 9th-12th grade interdisciplinary teacher collaboration at WMHS using school meeting time throughout the year with intense learning and planning opportunities during the summer, followed by classroom and after school training and class visits supported by the new Teacher Innovator Program.</p>	JAN. 2013	JUNE 2015	BHS/WHS Principals, TIP Coordinator, Fellow, School Redesign Committee at BHS, iLab teachers
Plan		<p>BHS: Identify teachers for 10th Grade Humanities teams and continue to support planning towards innovative, interdisciplinary, tech-rich programming for 11th/12th grade based on teacher and student collaboration . Core teachers along with elective, guidance, and support teachers fully connected with new structure. Explore BTC teachers being linked to the programming</p> <p>WHS: iLab is piloted with 4 core WMHS teachers and students grades 7-12. WMHS continue to deepen collaborative practice with an eye towards Lab School integration/expansion through first year of Teacher Innovator Program</p>	APR. 2013	JUNE 2015	BHS/WHS Principals, TIP Coordinator, BHS redesign Committee, 10 th grade Humanities teachers at BHS, iLab teachers
Districts-Wide Implementation		Continue professional development for BHS 9 th Grade Academy and 10 th grade Humanities teachers as well as Teacher Innovators at BHS	JULY 2014	JUNE 2016	BHS/WHS Principals, TIP coordinator, iLab

ation		and WMHS and iLab teachers through embedded learning opportunities through the Teacher Innovator Program keeping an eye towards expansion of learning for all teachers. Use PLC meeting time, summer learning institutes, after school training and class visits.			teachers, first year TIP participants
Districts-Wide Implementation		BHS: Continue current teaming efforts in 9th, 10th grade and expand to include new teaming developments through Teacher Innovator Program. WMHS: Continue expansion of personalization and collaboration through learning and developments from Teacher Innovator Program and district PD practices.	JUNE 2015	JUNE 2018	BHS/WHS Principals, TIP coordinator, TIP participants, iLab teachers, 9th and 10th grade BHS teachers
Districts-Wide Implementation		Embedded and diversified teacher learning opportunities continue to support innovative practices including collaboration, personalization, heterogeneous grouping, all in a student-centered, proficiency based environment.	JUNE 2015	JUNE 2018	BHS/WHS Principals, TIP coordinator, TIP participants, iLab teachers, 9th and 10th grade BHS teachers
Plan		BHS: Begin planning for an advisory system at BHS with FSP Fellow 2013-14 and committee structure in 2014-15 for implementation in 2015-16. WHS: Currently their schedule includes advisory time. Investigate, through iLab, potential opportunities for advisory structure to support new types of personalization for all students	AUG. 2013	JUNE 2018	BHS/WHS Principals, advisory committees, leadership teams, or other structures created to support this shift.

Districts-Wide Implementation	4. The increased flexibility of the school day and calendar facilitates a range of learning opportunities before and after school, on weekends, and during the summers – on and off campus.	By end of the grant all BHS and WMHS teachers will have common planning time in the school schedule that supports multi-grade and/or interdisciplinary teaming structures.	AUG. 2012	JUNE 2018 Ongoing	BHS/WHS Principals, BEA and WEA members, teachers and students piloting flexible schedules
Districts-Wide Implementation		Change the school year schedule to incorporate a Year-End-Studies (YES) Program at BHS that personalizes instruction and provides students choice in learning.	AUG. 2012	JUNE 2013	BHS Principal and YES Committee
Plan		Design and plan YES program for BHS, incorporating student, teacher, and parent input and outreach strategies, including demonstrations of learning that parents are invited to attend.	JUNE 2012	JUNE 2014	YES Committee, BHS Principal
Districts-Wide Implementation		Implement YES Program and continue each year thereafter with all BHS teachers and students participating. Will constantly reflect on and make needed adjustments to YES program each year following completion and stakeholder feedback.	JUNE 2013	JUNE 2018 Ongoing	YES Committee, BHS Principal
Districts-Wide Implementation		Provide on-line learning opportunities beyond the school day with appropriate supports to ensure student success.	AUG. 2012	JUNE 2014	BHS/WHS Principals

Districts-Wide Implementation		Identify barriers and opportunities for extending instructional time after school, during the weekends, and summers. Review and work collaboratively to address contractual issues for teachers preventing flexible voluntary assignments of teaching time.	AUG. 2013	JUNE 2018	BSD/WSD Superintendents and School Boards, Steering Committee - union reps, collaborative teams working with Adam U.
Plan		Begin offering instruction by interested teachers at non-traditional times aligned with student interest and need.	AUG. 2013	JUNE 2018	BHS/WHS Principals, iLab teachers, other interested teachers
Plan	5. Expanded programs and support structures within and outside the school day and calendar focus on accelerating ELL and low-income student learning.	Review all existing BHS/WHS programs and support structures for closing instructional gaps and accelerating ELL and other student learning; research additional models.	OCT. 2012	JUNE 2013	BHS/WHS Principals; District ELL coordinators; Community Partner(s), LCP
Pilot		Partner with existing school and community resources to support the design and implementation of a bridge program for BHS/WHS ELL students to build skills for college and career.	OCT. 2013	JUNE 2016 Ongoing	District ELL coordinators, BHS and WMHS administrators, ELL teachers, Community Partners

Pilot		Partner with existing school and community resources to support additional instructional support programming that provides options for acceleration in the summer and during the school year.	JUNE 2013	JUNE 2018 Ongoing	District ELL coordinators, WHS/BHS ELL and Support Teachers, community partners
Plan		Review, refine, enhance, and expand dual enrollment options in area colleges and universities to increase options for college-ready learning. Update: Act 77 provides that all Vermont high school students have access to two free courses at area colleges and universities through expanded dual enrollment program beginning in 2013-14.	SEPT. 2013	JUNE 2013 (Passage of Act 77)	Director, BHS/WHS Guidance Counselors, ELL Directors and Teachers
Districts-Wide Implementation		Individuals and organizations engaged in summer, school year, and community-based instructional support programming review their results and adjust, refine, and expand programming based on the results and additional research on effective models. This assessment is used to determine eligibility for continued grant funding.	JUNE 2013	JUNE 2018 Ongoing	District ELL coordinators, BHS Assistant Principal, WHS/BHS ELL and Support Teachers
Plan	6. 1:1 internet-capable technology encourages every student and teacher to embrace electronic, online, and individualized learning opportunities on a 24/7/52 basis.	Conduct an intensive review of potential 1:1 devices; visit other schools to see similar programs; identify 1:1 specifications.	JAN. 2012	MARCH 2012	Director, Community Partner(s), District Tech Directors, BHS/WHS Principals

Plan		Solicit bids for purchase; order all “ready to go” devices for delivery in July.	MARCH 2012	JULY 2012	Director, District Tech Directors
Districts-Wide Implementation		Install all wireless hardware to ensure internet capacity throughout the school.	JUNE 2012	JULY 2012	District Tech Support and facilities workers
Districts-Wide Implementation		Hire tech support and integration specialist who devise and implement rollout program to 285 9th (BHS) and 120 9/10th (WHS) grade students.	JUNE 2012	AUG. 2012	Director, Community Partner(s), District Tech Directors, BHS/WHS Principals
Districts-Wide Implementation		Embed technology training and the rollout of devices to faculty teams as part of summer professional development. As system shifts toward more personalization and use of PLPS, continue to support teachers with learning management systems and alignment with other PLP needs.	MARCH 2012	JUNE 2018 Ongoing	Director, Tech Integrationists, District Technology Directors, SDI Planning Team
Districts-Wide Implementation		Continue phased roll-outs of devices so that by August 2015 all BHS and WHS students have access to a 1:1 device and uses the devices to access anytime-anywhere learning. Ensure steady flow of teacher training throughout the grant.	JULY 2013	AUG. 2015 Ongoing	Director, Tech Integrationists, District Technology Directors
Districts-	7. All students have	Select fellow to serve as lead learner and	APR. 2012	JUNE 2014	Director, Steering

Wide Implementation	the opportunity to participate in relevant and applied community and workplace-based learning opportunities.	facilitator of participatory action research around Community-Based Learning for first and second grant years. In year three, fellowship model shifts to Teacher Innovator Program.			Committee
Plan		Work with teachers and students to embed BHS/WMHS community service learning requirements into courses or PLPs through community-based learning opportunities and curriculum.	JUNE 2013	JUNE 2018	CBL Fellow, Community partner(s), teachers, students
Districts-Wide Implementation		Support Increased college and career counseling services for all students in order to provide more personalized support for students and families. Investigate alignment with PLPs.	JUNE 2012	JUNE 2018	PPBL, TLE, and CBL Fellows, community partner(s), BHS business teachers, guidance counselors, MLLs, LCP
Plan		Explore use of common courses or potential advisory system to link job shadows and research into career options with students career and college ambitions supported by PLPs.	SEPT. 2013	JUNE 2018	Principals, teachers, students, guidance counselors
Pilot		Develop a course, seminar, advisory structure or other support system on related career requirements, college readiness and applications, and transition planning aligned with PLPs to assure all students can access post-secondary	JUNE 2014	JUNE 2018	Guidance Counselors, Fellows Community Partner(s),

		programming.			teachers, Principals
Plan		Review existing community-based learning career and college opportunities; review programs in other school districts.	JULY 2012	JUNE 2014	CBL Fellow, CBL I-team, community partners
Districts-Wide Implementation		Create community based learning options based on this research as well as teacher and student interest, potentially including internships and job training, credit recovery options, and specialized learning programs.	JAN. 2014	JUNE 2018	Fellows, Community Partner(s), BHS/WHS Guidance Counselors, teachers, Principals
Plan		Identify a district structure or new hire that will create and coordinate a system for assessing and awarding credit to students for out-of-school learning e.g. after-school tutoring, academic skill development, summer learning opportunities, entrepreneurial endeavors.	JULY 2014	JUNE 2018	BHS/WHS Principals and Guidance Counselors
Districts-Wide Implementation	8. Proficiency-based course and graduation requirements, aligned with the Graduate Expectations, define what students should know and be able to do.	Select fellow to serve as lead learner and facilitator of participatory action research around Personalized and Proficiency-Based Learning for first and second grant years. In year three, fellowship model shifts to Teacher Innovator Program.	JUNE 2012	JUNE 2014	Director, Steering Committee
Pilot		Develop action research team, with wide stakeholder involvement (including students,	OCT. 2012	JUNE 2014	PPBL Fellow with Director support

		parents, teachers, community and business leaders), that conducts research on existing proficiency--based systems.			
		Identify common proficiency-based graduation requirements in both districts, called Graduate Expectations.	OCT. 2012	JUNE 2013	PPBL Fellow, GX Teams (with broad stakeholder input)
		Identify academic content standards and assessments that define mastery of graduation proficiencies, embed national common core standards, and map and align K--12 with connections to post--secondary learning expectations.	AUG. 2013	JUNE 2015 Ongoing	WMHS/BHS Teachers and Administrators with PPBL Fellow support
		Through the lens of equity, identify necessary scaffolding and continuum of supports for all learners to reach standards and proficiencies.	AUG. 2013	JUNE 2015 Ongoing	WMHS/BHS Teachers and Administrators, District ELL Coordinators
Plan		Create multiple opportunities for communicating and gaining input from all stakeholders about standards and the proficiency system.	JAN. 2013	JUNE 2018 Ongoing	PPBL/FSP Fellow with P4C staff and LCP support
Districts-Wide Implementation		Implement proficiency based graduation requirements beginning with incoming 9th grade class for fall 2014 at WHS and incoming 9th grade class fall 2015 at BHS.	AUG. 2014	JUNE 2018	WMHS/BHS Principals

Districts-Wide Implementation		Create a system of assessments and rubrics through which students demonstrate proficiency of Graduate Expectations.	JULY 2013	JUNE 2015	BHS/WHS Teachers with support from Administrators, P4C fellows, and community input
Districts-Wide Implementation		Embed assessments and a process for tracking mastery of proficiencies into PLPs for all students beginning with the incoming class for 2014.	AUG. 2013	AUG. 2015	BHS/WHS Teachers with support from Administrators
Plan		Research proficiency-based grading, reporting, and transcripts, including conversations with local colleges and universities.	OCT. 2013	JUNE 2018 Ongoing	PPBL Fellow, I-Team, GX Teams, WHS/BHS Teachers and Administrators
Districts-Wide Implementation		Implement new grading, reporting and transcription system, beginning in fall 2017	JUNE 2014	OCT. 2017	BHS/WHS Principals
Districts-Wide Implementation		Communicate and gain wide stakeholder input to revise and ensure understanding of reporting systems beginning during the research phase and continuing through full implementation.	JULY 2013	AUG. 2016	Director with BHS/WHS Principals and FSP Partnerships
Districts-Wide Implementation	9. Youth leadership opportunities and programs increase student voice, choice, and responsibility in learning	Select fellow to serve as lead learner and facilitator of participatory action research around Youth Leadership and Engagement for first and second grant years. In year three, fellowship model shifts to Teacher Innovator Program.	APR. 2012	JUNE 2014	Director, Steering Committee

Pilot		Due to action research team Student Consultancy Program works in the third year as equals with Teacher Innovators changing teaching practice in the classroom with input from students with regards to design and feedback.	OCT. 2012	JUNE 2018 Ongoing	TIP Coordinator with Director support
Plan		Identify methods for authentic student leadership and voice. Design and develop structures for student learning and leadership to expand existing capacity so that all youth have an authentic role in participating in transformation discussions and decisions. Allow student participants to receive school credit.	OCT. 2012	JUNE 2018 Ongoing	BHS and WMHS Principals, YLE Fellow, Teachers, and student leaders
Districts-Wide Implementation		Student membership exists on all Implementation Teams	OCT. 2012	JUNE 2014	Director and all Fellows
Districts-Wide Implementation		Students have an equal role in all trainings and site visits in order to help identify and carry out key student engagement and student-centered learning priorities.	JUNE 2012	JUNE 2018 Ongoing	All Stakeholders
Districts-Wide Implementation		Youth Leader Participate In Nellie Mae Youth Engagement Strand	OCT. 2013	JUNE 2018 Ongoing	YEL Fellow, Implementation Team and student leaders

Districts-Wide Implementation	10. Support families as partners and resources in their child's education by creating opportunities to understand and engage in the school redesign process.	Support principals and superintendents to engage families as partners on all decision-making redesign teams.	AUG. 2012	JUNE 2018	BHS/WHS Principals, superintendents, Director, LCP, FSP Coordinators
Districts-Wide Implementation		Principals and Family-School Partnership team partner with Lead Community Partner to expand representation and participation on Family-School Partnership Teams to ensure representation of family leaders from marginalized backgrounds.	APR. 2012	JUNE 2018 Ongoing	BHS/WHS Principals, BHS/WHS Family School Partnership Developers, LCP
Plan		Conduct research and support a communication survey to evaluate the effectiveness of communication between families and school.	SEPT. 2012	OCT. 2013	WMHS & BHS Principals, FSP Committees, LCP, Guidance Counselors, MLLs
Districts-Wide Implementation		Support principals to develop a strategy to address survey recommendations and implement new communications standards.	JULY 2014	JUNE 2016	BHS/WHS Principals, BHS/WHS Family School Partnership Developers, BHS/WHS FSP Teams
Plan		Evaluate the effectiveness of the new	SEPT.	JUNE 2018	BHS/WMHS

		communications standards through re-administering the family/school communications survey ensuring attention to current family partnership activities, unmet family needs and research to inform family involvement in personalized learning plans, understanding student progress/proficiencies, youth engagement and community-based learning.	2016		Principals, any teams or committees that support FSP
Districts-Wide Implementation		Identify, implement and evaluate school-based family partnership activities that create more welcoming, inclusive and culturally responsive schools.	JAN. 2013	JUNE 2018 Ongoing	BHS/WHS Principals, BHS/WHS Family School Partnership Developers, BHS/WHS FSP Teams, Middle School Principals, Middle School FSP Teams
Pilot		Provide shared learning opportunities that inform parents about plans and changes, and gather their feedback.	DEC. 2012	JUNE 2018 Ongoing	BHS/WHS Principals, BHS/WHS Family School Partnership Developers, BHS/WHS FSP Teams, Middle School Principals, Middle School FSP Teams

Districts-Wide Implementation		The Fellow model changes to the Teacher Innovator Program in year 3.		JULY 2014	BHS/WMHS Principals, Director
Plan	11. A new Steering Committee structure with demographically balanced representation of community members, students, parents, teachers and education leaders, provides oversight of transformation initiative.	Multi-stakeholder Steering Committee focuses on providing two-way communication about the work of the Partnership with the community. Train committee members to use communication strategies to share the proof points of change to meet the Partnership goals and to provide feedback from community constituents.		JUNE 2018 Ongoing	Director, Project Manager, Steering Committee Co-Chairs
Districts-Wide Implementation		Provide training to assist the Steering Committee in functioning effectively.		JUNE 2018 Ongoing	Director, Project Manager, Steering Committee Co-Chairs
Plan	12. Hiring and RFP process created	A Hiring Team made up of representative stakeholders designed a process for hiring the Director. A separate, but equally representative hiring team created the process for awarding the fellowships. All positions work cross-districts.		APR. 2012 Fellows Hired APR. 2013 Director Hired	WSD/BSD partnership
Pilot	13. Director hired and Fellows named	The new Steering Committee advertises, interviews and hires the Director. The new	APR. 2012	APR. 2013	Director

		Steering Committee will assist the Director as needed in the selection of the first five Fellows to lead the Implementation Teams.			
Districts-Wide Implementation	14. Multi-Stakeholder groups developed to explore and engage with the five levers of change.	Five Implementation Teams, cross-district, were created and supported to meet monthly.	SEPT. 2012	JUNE 2014	Fellows, I-Team Co-Chairs
Districts-Wide Implementation		Support the creation of a new model of community engagement in the school redesign process.	JUNE 2014	JUNE 2018	Director, BHS/WMHS Principals
Districts-Wide Implementation	15. A robust communication and coordination system between WSD and BSD supports school transformation efforts.	The Director will advertise, interview and hire the Communications and Logistics specialist, (Project Manager) who will be responsible for ongoing communication between districts and with the public, and will support the new Dean and Steering Committee. All positions and the Steering Committee are cross-district.	APR. 2012	JULY 2012 hired	Operations Team, Director
		Project Manager will support the creation, implementation, revisions, reflection and long-term sustainability of an internal and external communications plan that is responsive to the needs of the collaborative Partnership and cross-district work.	JULY 2012	JUNE 2018 Ongoing	Project Manager and team
Districts-Wide Implementation	16. School Boards will be updated and supportive of the transformation efforts	Director will meet with the relevant committee of each school board upon request and/or present to the school boards as a whole upon request and seek new ways to engage the boards		JUNE 2018 Ongoing	Director

		in the work of the Partnership.			
Plan/ Pilot	17. Strategies that involve teachers, local unions, school boards and other key stakeholders in developing master agreements support teacher learning, leadership and emerging roles in the new student-centered educational system.	Support an expert consultant who generates a high degree of trust from labor and management to engage both districts to assist in moving towards contract negotiations based on mutual respect that supports student centered learning.		JUNE 2018 Ongoing	Partnership and Union Leaders
Districts- Wide Implement ation		Include union representation on Steering Committee and seek new ways to collaborate with the unions.		JUNE 2018 Ongoing	Steering Committee, Director