Partnership for Change Strategic Game Plan 2014-15[1]

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.

Overarching Goal: Provide all students with personalized learning in a proficiency-based system through teaching and learning environments that are interdisciplinary, collaborative, and community-based, and that give students voice and foster relationships to support their learning.

Partnership for Change Strategic Imperatives:

1. Support teachers and administrators to shift their practice to be more student centered by providing time and resources
2. Ensure lasting community support and financial viability for sustainable school redesign through communications and fundraising
3. Create a clear vision for youth voice and leadership within the schools, and continue to support youth voice and leadership opportunities
4. Select and support talented individual volunteers from the community to work as partners with the schools on school developed opportunities
5. Engage the school boards to understand, support (through policy and budget) and advocate for the redesign work

Lindsey's Strategic Priorities	Hal's Strategic Priorities	Amy's Strategic Priorities
1. Implement communications plan. a. Continuously develop & conduct redesign briefings/updates with key stakeholders. b. Advocate with leaders to seize opportunities to make school redesign & learning innovation part of the school's regular operations. c. Brief leaders/influencers on proof points & messaging so they can engage stakeholders as owners of school redesign d. Conceptualize, develop and produce materials for distribution to stakeholder audiences that are ways of demonstrating the "proof points" of student-centered learning.	1. Engage the school board to be meaningful drivers of school redesign through a series of multi-stakeholder retreats & relationship building that involves teachers to detail the research & successful practices in student centered learning & offer board process training (their role in shaping the future, fiscal management). 2. Support leadership & administrators to be leaders of the redesign work. At BSD this will be done by engaging the Center for Secondary School Redesign & Pittsfield, NH to establish	1. Coordinate, facilitate, support, & document the work & learning of WMHS & BHS Partner Teachers: a. Facilitate goal-setting & planning b. Organize & facilitate group training & regular group meetings throughout the year c. Conduct classroom observations & 1:1 check-ins to provide support & feedback d. Organize site visits & other out-of-district learning opportunities e. Advocate for & help to organize opportunities for PTs to share/disseminate their learning f. Develop evaluation & accountability measures to track progress/success of PTs projects (with the ultimate goal of raising student engagement & achievement)

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	& guide the position analysis process. 3. Build relationships to establish the structure to support community based learning through fundraising, internships, mentoring, & other resources.	2. Support/advise/mentor BHS Student Consultants as needed. 3. Work with Amy Mellencamp (BHS) & Leon/WMHS Leadership Team to support teacher leadership, whole-faculty learning & implementation of: a. personalized, proficiency-based systems in courses & disciplines b. diversity & equity trainings aimed at addressing cultural competence & student opportunity gaps c. school-wide systems for proficiency-based graduation systems centered on the GXs
Lindsey's Role ● To listen to & build relationships with community partners to match capacities with opportunities in school redesign. ie: Engaging others in school redesign. ● To liaise with Nellie Mae Education Foundation & Technical Assistance Providers (WestED, EDC, Cross & Joftus, etc.). ● To provide logistical support for Partnership for Change related programs & events.	**Hal's Role** ● To provide insights & learning experiences for key community partners through the understanding of & support of teacher's work in the classroom (including teachers, students, parents, administrators, board members & union leaders) to learn about the potential of different successful innovations in school redesign. ● To manage P4C budget & provide fiscal management for the grant.	**Amy's Role** ● To support and be a resource for all teachers in shifting classroom practice and collaborative PD towards personalized and proficiency-based learning. ● To advocate for and be a resource for school-wide shifts towards proficiency-based graduation systems, advisory, and personal learning plans. ● To advocate for the continued examination of diversity & equity in BHS & WMHS. ● To advocate for and support youth voice & leadership at WMHS and BHS (including student involvement/voice in WMHS Partner Teacher program).

Key Enablers:

1. P4C Team (Hal/Lindsey/Amy)
2. Parents and Youth for Change re: organizing authentic parent and youth input
3. BSD and WSD Administrators re: leadership, communication and advocacy of work
4. BSD and WSD School Boards re: participation and advocacy of work
5. Diversity and Equity Office at BSD re: teacher learning coordination
6. Partner Teachers re: shifting classroom practice
7. Student Consultants re: Student Voice and Leadership
8. Winooski Leadership Team re: WSD Teacher Leadership and Influence

9. Peter McConville re: BSD Teacher Leadership and Influence; BHS GXs
10. Beth Brodie re: Advisory Design Team
11. Sarah Bertucci re: WSD GXs
12. Daniel Baron re: BSD Leadership and Climate
13. Jane Feinberg - Full Frame Communications re: Communications
14. Bill Bryan - Center for Secondary School Redesign re: Position Analysis
15. Adam Urbanski re: Union relations and support
16. The Steering Committee

Metrics:

Imperative #1:

1. Based on classroom observations in September and May, teachers make measurable progress on:
    a. incorporating proficiency-based practices into their classrooms
    b. developing personalized and proficiency-based assignment and assessments
    c. their personalized goal(s) for their Partner Teacher project
2. Student grades, student achievement on select standardized tests, and student engagement in Partner Teacher classrooms shows measurable progress
3. Partner Teachers gain the skills to facilitate collaborative work amongst themselves and the rest of the faculty, and demonstrate this by leading/facilitating faculty meetings
4. Overall faculty culture/climate (as measured by teacher answers on the EDC survey) becomes more collaborative, and more teachers report being able to learn about PPBL and other student-centered practices

Imperative #2:

1. Using the sustainability planning with Cross & Joftus, another round of funding from NMEF is secured and priorities for continued funding are identified by Jan/Feb. 2015
2. A plan for continued support of identified priorities aligned with new funding support is created by June 2015
3. Consistent, clearly-messaged, stakeholder-appropriate opportunities and materials are produced that continue building understanding for student-centered learning and the changes happening in both districts.

Imperative #3:

1. BSD and WSD create a statement(s) of intention regarding student leadership and voice that can guide future redesign work by June 2015.

Imperative #4:

1. Consistent community partner engagement that meets or exceeds the needs of the Advisory/PLP process and design thinking teams

Imperative #5:

1. The BSD and WSD FY 16 Budgets reflect an understanding and value of student-centered learning practices through their incorporation of support for technology and expanded teacher learning opportunities
2. The School Board uses the new Superintendent Job Description, created through the position analysis process, as the job description for hiring the new, full-time BSD superintendent
3. The BSD School Board implements a clear governance structure prior to a new board being elected in March