

## Partnership For Change Budget Narrative April 16, 2015

Budget Section 1: Support faculty, administrators, staff, and board members as learners in order to shift teaching and learning to a personalized, proficiency-based system.

Overall, this strategy has shown the greatest promise in shifting to a SCL system. The Partner Teacher Program, the School Development Institute, the Teacher Investment Fund, and the creation of a Teacher Learning Coordinator position are all high-impact strategies for change.

- To support the continued shift of teacher practice, the Partner Teacher Program will support approximately 5 WMHS educators and 10 BHS educators with a .2 release of time and operate as a cohort to design, implement, assess and reflect on proficiency-based learning, co-teaching, interdisciplinary teaching, and PLPs. As the 2015-16 school year will be the second year of this program, continued support of the Year 1 Partner Teachers, we hope to build the momentum that grew out of our original Fellows program.
- Over the 3 year grant cycle, the number of educators supported will depend on where applicants sit
  on the pay scale and how many local funds are available, but we are confident that the program will
  continue to evolve to become the new standard for implementing professional development, fully
  integrated into the teacher contract. For now, the budget request shows what is needed for
  continuing the current model of support.
- Our current Teacher Learning Coordinator plans to stay involved in the work. As the schools
  evaluate their leadership structures, we expect this position to continue as a cross-district, locally
  funded role. The grant request is to keep this as a full-time position over the three years, supporting
  all teacher-learning activities with a 3% increase to the salary each year.
- The Summer Development Institute (SDI) is a high-leverage, high-impact activity that will need to change in order to become sustainable. Currently, all WMHS teachers attend as time outside of their contracts and are stipended for participation. BHS teachers use two required in-service days and then are stipended to continue participation for the remaining three days. To reach sustainability, all SDI days must be part of required in-service. This will bring down costs, while ensuring that all teachers are included and that SDI is established as a central element of teacher learning. While it is a model that shows increasing costs over time (due to the difference in cost of stipending teachers for 1 day of work versus the cost of a full faculty in-service day), it is a model that moves towards sustainability.
- The Teacher Investment Fund has sparked many great classroom level innovations through conferences, site visits, and community partnerships. We had hoped to keep a consistent level of funding in this area, but teachers look forward to this method of continued support nonetheless.

Section 2: Create personalized learning environments that foster positive, meaningful adult relationships for students and nurture student voice and ownership.

In the areas of technology, Personal Learning Plans, advisory, virtual learning and space redesign, we are making great strides to continue personalizing learning for all students. This continues to provide a foundation of equity in our schools.

- The Technology Integrationist for WSD shows a sustainability model over the next grant cycle that moves this cost completely to local funds for the 2016-17 school year.
- The Technology Integrationists for BSD have been moving through a cost-sharing model over the first three-year grant cycle and will rely solely upon local funds by the 2016-17 school year.
- 1:1 Devices in both districts have also moved through a cost-sharing model and are now 100% locally funded in BSD and need one more year of grant support in WSD before full local funding kicks in.
- The PLP/Advisory Coordinator is an exciting new addition that is equal to .4 FTE for two BHS
  teachers to each have .2 release to coordinate the new advisory system and PLP management.
  Local funds will contribute an additional .2 FTE so that the advisory coordinator can be .4 FTE.

## Section 3: Facilitate real-world, relevant community based learning opportunities through personalized learning plans and by building and expanding relationships in support of anytime, anywhere learning.

Through strong community engagement and partnership, our work will be sustained. Targeting specific activities to increase family support will also help all learners succeed.

- Family School Partnership Developer BHS will go to support expanded capacity to implement systems that foster meaningful, adult relationships; 5-10 hours/week
- Family School Partnership Support Funds WMHS to continue funding activities that have proven successful and highly-impactful at engaging families and the community with the school.
- Other direct costs here highlight successful programs that are now locally funded moving forward.

## Section 4: Support the development of infrastructure that promotes student centered learning.

Systems work is foundational to the success of our change efforts. Some systems can be shifted through different means of operations, and some require additional resources.

- In Burlington, a new system of credit-bearing opportunities will be piloted through Twilight School.
  Taught by BHS teachers, outside of their currently contracted hours, overtime funds will be
  necessary. The "in-kind" contribution to support an after school coordinator will be important for
  logistics and outreach.
- In Winooski a data manager and wellness coordinator are two full time positions that are fully
  district funded born out of the need to support students' social and emotional wellbeing so they can
  enter the classroom with an appropriate level of readiness, and a data manager to track student
  outcomes over time.

## Section 5: Management/Administration

This section includes grant management through a director and Project Manager and our travel to the Nellie Mae Cross Site Conference.

For the first year, the director will continue in a full-time role. In the second year, the director will be a .5 FTE position. Year 3 will sunset the director position and ensure capacity is absorbed back into district administration. The Project Manager will continue to be full time over the first year and will be reduced to .6 FTE for years two and three to continue grant coordination activities.