



PARTNERSHIP FOR CHANGE

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Work Plan 2015-2018

High Leverage Strategy Key:

1. Support faculty, administrators, staff, and board members as learners in order to shift teaching and learning to a personalized, proficiency based system.
2. Create personalized learning environments that foster positive, meaningful adult relationships for students and nurture student voice and ownership.
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.
4. Support the development of infrastructure that promotes student centered learning.

High Leverage Strategy	Sub-strategy	Common Key Activities or Tasks	WSD Key Activities or Tasks	BSD Key Activities or Tasks	Start Month/Year	Year Completed	Lead Staff/Organization
1	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,			8/2015	6/2018 Ongoing	Teacher Learning Coordinator, Director, principals, superintendents, curriculum coordinators, SDI Coordinator, Teacher leadership teams, project manager, LCP (teacher one-to-ones)

		embedded coaches, university courses, collaborative team membership (GX), PLCs, Teacher Investment Funds)					
1		Engage with UVM to create a credit-bearing pathway towards a masters level certificate program in school transformation			9/2014	2016	Teacher Learning Coordinator, WSD Director of ELL & Curriculum
1		Offer teacher-learning institutes (w/ credit-bearing options) that support teachers in shifting practice to a more student-centered, proficiency based model and builds upon prior school year work and identified needs.			6/1/2012	6/2018 Ongoing	Principals, Teacher Learning Coordinator, partner teachers, Curriculum coordinators
1		Support the districts to ensure all trainings and teacher-learning opportunities focus on or embed cultural competency and differentiation for all learners.			2012	6/2018 Ongoing	WSD Dir. of ELL & Curriculum, Principals, Teacher Learning Coordinator, ELL Coordinator, Directors of Diversity and Equity (BSD)
1, 4		Work with Unions and School board to ensure embedded teacher learning becomes integrated into the next round of contract negotiations and budgets			8/2015	9/2016	WEA/BEA president, chief negotiators, School Boards, superintendents, Director, Adam Urbanski

4				Use group norms, SMART Goals, and posted minutes in department and PLC meetings to use common planning time effectively and efficiently	8/2014	8/2018 Ongoing	Principal, BHS Lead Teachers, teachers
1, 2	2. Teachers engage in expanded leadership and diversified teacher roles to support school transformation.	Partner Teacher program gives classroom teachers release time, cohort support and credit-bearing opportunities to shift their practice to a student-centered model including proficiency-based learning, differentiation, collaboration, project-based learning, community based learning, etc.			6/2014	6/2018 Ongoing	Teacher Learning Coordinator, principals, past fellows, teachers, Project Manager
4		Partner Teacher model is evaluated and continually expanded/modified to meet the needs of teachers and to expand teacher responsibility for the change efforts.			9/1/2015	DEC. 2017 Ongoing	Teacher Learning Coordinator, Project Manager, BHS/WHS Principals and Partner Teachers
1		Create additional opportunities for teacher leadership and administrator support through learning opportunities including (but not limited to) credit-bearing work, inquiry groups, and			1/1/2013	DEC. 2018 Ongoing	Principals, Teacher Learning Coordinator, Teachers, Project Manager

		new staff/committee structures, and training needs identified by teachers					
4			Develop shared leadership model with structures, procedures, decision-making authority for WMHS Leadership Team		2014	2016	WMHS Admin team
4			Define structures and roles for all teacher teams, including the leadership and vertical teams and communicate to the faculty		2013	6/2018 Ongoing	WMHS Admin team
1, 4				Every teacher conducts one peer observation each semester in order to observe in action a range of effective professional and instructional practices	8/2015	6/2018 Ongoing	BHS Principal, teachers
2	3. To build sustainable structures that foster relationships between and among students and teachers that support academic and social-emotional growth.	Each middle and high school student has a teacher advisor who helps guide students and parents/guardians process for planning and tracking progress on GXs towards graduation using a PLP			8/2015	2018 Ongoing	Principal, advisory coordinator, AP, advisory committee, LCP
2, 3		All students 6-12 (WMHS) and 9-12 (BHS) have PLPs supported by a teacher advisor and			9/2015	2018 Ongoing	Principals, Leadership Teams, APs, teachers, advisors, students, parents, LCP

		parent/guardian					
2			Identify a MTSS (Multi Tiered System of Supports) committee of principals, SPED Dr., & teachers to write a k-12 plan for multi-tiered system of support		1/2014	6/20/16	WSD Leadership Team
2			Create greater learning opportunities by improving school climate through a focused discipline/student mgmt. system (social thinking, PBIS, Success Counseling, Choice Theory/Reality Therapy)		8/2014	2016	WMHS Admin team, MTSS Committee
4			Coordinate the administration of the MTSS self-assessment & research opportunities for support of the implementation of and training for the MTSS process - focus on First Tier of good research based instruction with an additional focus on differentiation and alignment to the CCSS		6/2014	2016	WMHS Admin team, MTSS Committee
2				Implement, assess and improve 9th grade programs and supports including humanities classes, embedded honors opportunities, double-dose math classes, and reading	8/2015	2018	Principal, WMHS Admin Team, teachers, Teacher Learning Coordinator, LCP (Student one-to-ones)

				and writing workshop			
2				Begin a 10th grade humanities program to align and coordinate common skills, themes, and supports	8/2016	2016	10th grade humanities teachers, principal, LCP
2, 3				Identify thematic studies for 11-12th grade based on student interest/choice in areas such as sustainability, Social Justice, Arts, STEAM, International Studies, Business/Tech along with BTC career paths; identify the current courses that fall into what areas and what new or other courses in and out of school including dual enrollment offerings	2016	2018	Principal, 11-12th grade teachers, Assistant Principal, students
1, 2				Use identified PD needs to support PLP and advisory work (identified Spring 2015)	2015	2018	Principal, Teacher Learning Coordinator, Teacher Leaders, Advisory/PLP Coordinator
4				Implement common assessments and regularly analyze student work – with a focus on equity and gaps in achievement - in order to adjust and change instruction, curriculum, and student interventions to meet student needs	2015	2018	Principal, Assistant Principal, teachers, data managers

1				All District Staff participate in 10 equity conversations to examine biases, practices and learning strategies	2014	2018 Ongoing	Diversity and Equity Office
2				Investigate and pilot restorative justice practices including peer leadership opportunities in order to address student infractions in new ways	2015	2018 Ongoing	BHS AP, student leaders, teachers, parents
2	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.	Dual Enrollment and Early College classes and Vermont Virtual Learning Networks provide students the opportunity to meet proficiency in alternative ways			2012	2018	Guidance counselors, principals
4		A planning group comprised of teachers, students, and administrators will use design thinking to create flexibility in the schedule with regards to use of time in the day, duration of time to learn, years in high school, multiple entry and exit points focusing on the needs of			8/2015	2018	WMHS Admin Team, iLab team, interested BSD participants including advisory coordinator and team, LCP

		Winooski and Burlington separately and collectively					
2			Expo Week during the last week of the school year, will be a time for all students 6-12 to demonstrate their learning, organized by the GXs. This opportunity will expand each year until all 6 GXs are covered		6/2014	6/2018	WMHS Leadership Team, Principal, Superintendent, LCP
2, 3				Continue to expand and improve YES courses and use what worked in these learning experiences and connections to inform instructional practices during the school year	8/2015	2018	Principal, Leadership Team, teachers, Teacher Learning Coordinator, LCP (student one to ones)
2				Summer transitions program for rising 9th graders with math and reading credit to advance standings (partner with dept. of labor)	2015	2018 Ongoing	Principals (MS & HS), Dept. of Labor partner, guidance in MS and HS
2, 3				Expand upon current after school tutoring program for ELL students to include any interested student in "Twilight School" - an opportunity for credit bearing or credit recovery programs in literacy and numeracy	2015	2018 Ongoing	After School Coordinator - BHS & BSD, principals, ELL coordinator, Director of Equity
2, 3, 4	5. Expanded programs and	Partner with existing school and community			2013	JUNE 2016	District ELL coordinators, BHS

	support structures within and outside the school day and calendar focus on accelerating ELL and low-income student learning.	resources to support the design and implementation of a bridge program or classes for BHS & WHS ELL students to build skills for college and career.				Ongoing	and WMHS administrators, ELL teachers, Community Partners, LCP
3		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.			2013	JUNE 2018 Ongoing	District ELL coordinators, WHS/BHS ELL and Support Teachers, community partners
2		Incorporate ELL student-friendly instructional strategies in classes (clear agendas on the board, review of vocabulary, regular checks for understanding, multiple assessment options, structured group practices, cross-cultural resources) and continue to research, share, and train in effective instructional strategies aimed at culturally and language diverse students			2012	2018 Ongoing	ELL coordinators, ELL teachers, teachers
1, 2	6. 1:1 internet-capable technology encourages every student		Support teachers and students to fully engage with 1:1 technology through consistent tech		8/2015	JUNE 2018 Ongoing	WSD Technology Department

	and teacher to embrace electronic, online, and individualized learning opportunities on a 24/7/52 basis.		integrationist support and with learning management systems and alignment with other PLP needs.				
2				Extend 1:1 technology learning/iPads into all grades to support instruction, student research, projects, and creative opportunities for students to document/demonstrate meeting proficiencies	8/2015	JUNE 2018 Ongoing	Director, Tech Integrationists, District Technology Directors
2, 3				Establish a "makers" space for students to drop in and do technology/construction type projects connected to course assignments or independent studies	8/2015	2017	TIS, principal, other interested teachers, students
2, 3	7. All students have the opportunity to participate in relevant and applied community and workplace-based learning opportunities.	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.			2013	2018	Community partner(s), teachers, students
2, 3, 4		Explore use of common courses or potential advisory system to link job shadows and research into career options with			2015	2018	Principals, teachers, students, senior seminar courses, advisory coordinator, iLab community

		students career and college ambitions supported by PLPs.					partnerships, senior project
1, 3		Continue creating new community based learning options that integrate the GXs and align with student PLPs			2016	2018	Principals, teachers, students, senior seminar courses, advisory coordinator, iLab community partnerships, senior project
4		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.			2015	2018	Principals, teachers, students, senior seminar courses, advisory coordinator, iLab community partnerships, senior project
1	8. Proficiency-based course and graduation requirements, aligned with the Graduate Expectations, define what students should know and be able to do.		Develop a k-12 curriculum in literacy (reading & writing), mathematics, science & social studies. If possible, phys. ed. & fine arts, that embed national common core standards, map and align K-12 with connections to post-secondary learning expectations, and begin on the foundation of the GXs (specifically rubrics, indicators,		8/2014	6/2018 Ongoing	WSD Leadership team, WMHS Admin, leadership team, teachers, curriculum coordinator, LCP

			assessments, etc.)				
1			Assign specific GXs to specific departments/areas to determine where GX's will be explicitly taught and assessed, time on vertical, horizontal and interdisciplinary teams will solidify this work and engage all educators in the work of the GXs		8/2014	JUNE 2015 Ongoing	WSD Leadership team, WMHS Admin, leadership team, teachers, curriculum coordinator
1			Identify a large, complex assessment for each GX (satisfied through a class or independently) and implement a scaffolded process and checkpoints for presenting work and receiving feedback along the way with an eye towards equity so all learners can reach proficiencies.		8/2014	JUNE 2018 Ongoing	WSD Leadership team, WMHS Admin, leadership team, teachers, curriculum coordinator
1			As MS define what each GX looks like at a 6-8 level, some form of complex assessment (such as exit requirements) will be created and implemented		8/2014	6/1/2018	WSD Leadership team, WMHS Admin, leadership team, teachers, curriculum coordinator
1, 4			Implement proficiency based graduation requirements beginning with incoming 9th grade class for fall 2014 at WMHS		8/2014	6/1/2018	WSD Leadership team, WMHS Admin, leadership team, teachers, curriculum coordinator

1, 4			Implement new grading, reporting and transcription system, beginning in fall 2017 that disuses Carnegie units and letter/number grades but looks at authentic products of learning		8/2015	6/2018 Ongoing	WSD Leadership team, WMHS Admin, leadership team, teachers, curriculum coordinator
2				Focus on at least one school-wide graduate expectation for learning (critical thinking, effective communication, personal development, cross-cultural understanding and civic engagement, and curiosity and creativity) in every unit of study	8/2015	6/2018 Ongoing	Admin, leadership team, teachers, curriculum coordinator, LCP
1				Establish clearly stated proficiencies of learning in each unit of study with assessment options and scoring rubrics that students must demonstrate they can meet in order to gain quarter/full year credit	8/1/2013	JUNE 2015 Ongoing	GX Team, content depts. lead teachers, PLCs, Principal
1, 4				Implement proficiency based graduation requirements beginning with the class of 2020	7/1/2013	2018 Ongoing	Principal and team
1, 4				Implement new grading, reporting and transcription system, beginning in fall 2017 that transitions from Carnegie units to	8/2015	6/2018 Ongoing	Principal, guidance dept. and team

				proficiencies based on authentic products of learning			
1, 2				Develop a project or exhibition for each grade to synthesize and guide student learning and planning for after high school aligned with the GXs	8/2015	2017	Principal and team
4		Clearly communicate with parents and students about progress towards graduation AND skills competency for post-secondary success			8/2015	6/2018	Principals, teachers, advisors, guidance, LCP
2, 4	9. Build understanding and opportunities for engagement in the school redesign process among all Burlington and Winooski middle and high school students so that they are empowered as drivers of student-centered change.		Students have a large degree of input about what is taught and how they learn it, including a clear system for proposing new learning opportunities (aligned with the GXs)		8/2015	6/2018 Ongoing	Principal, teachers, students, LCP
2, 4				Create a corps of students who tutor and serve as conversation partners in ELL, academic study, and core classes	8/2015	6/2018 Ongoing	Principal, teachers, students, ELL coordinator

2, 4				Due to action research team Student Consultancy Program works in the third year as equals with Partner Teachers changing teaching practice in the classroom with input from students with regards to design and feedback.	8/1/2015	JUNE 2018 Ongoing	Teacher Learning Coordinator with Director support
4		A clear system of communicating choices to students and supporting them in using a multiple pathway approach is formulated in connection with the PLP rollout			8/2015	2017	
2, 3		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.			1/2015	6/2018 Ongoing	Director, Teacher Learning Coordinator, Principal, Superintendent, Leadership Team, students, LCP
2		Students have an equal role in all trainings and site visits			6/1/2012	JUNE 2018 Ongoing	All Stakeholders

		in order to help identify and carry out key student engagement and student-centered learning priorities.					
2		Youth Leader Participate In Nellie Mae Youth Engagement Strand			2013	JUNE 2018 Ongoing	YEL Fellow, Implementation Team and student leaders, LCP
2, 4	10. Create structures that support families to build relationships as partners and resources in their child's education.	Support principals and superintendents to engage families as partners on all decision-making redesign teams.			4/1/2012	2018	P4C, LCP
2, 4		Change how parent-teacher conferences work to be student-led conferences with students using their PLPs and/or digital portfolios of work			8/2015	2017	Teachers, principal, students, advisors, advisory coordinator
4			Monitor & achieve WSD PACTS mission (to honor the wisdom and heart of our families and community to inspire student success) through: parenting, communication, volunteering, learning at home, decision making, collaborating with community		8/1/2015	6/1/2018 ongoing	WSD PACTS members & co-chairs, Admin, WSD Leadership Team
4			Monthly Learning Walks provide shared learning opportunities		9/1/2014	2018	Admin, WSD Leadership team

			that inform parents about plans and changes, and gather their feedback.				
4			Data from learning walks, exit cards from PD, teacher surveys used to inform next steps		8/1/2015	2018	Admin
4				Support principal and FSP support to develop a strategy to address survey recommendations and implement new communications standards.	7/1/2014	6/1/2016	BHS Principals, BHS Family School Partnership Developers, BHS FSP Teams
2, 4				Identify, implement and evaluate school-based family partnership activities that create more welcoming, inclusive and culturally responsive schools.	1/1/2013	JUNE 2018 Ongoing	BHS Principals, BHS Family School Partnership Developers, BHS FSP Teams
4				Provide shared learning opportunities that inform parents about plans and changes, and gather their feedback.	12/1/2012	JUNE 2018 Ongoing	BHS Principals, BHS Family School Partnership Developers, BHS FSP Teams
4	11. A structure with demographically balanced representation of community members, students, parents, teachers and education	Current Steering Committee works as ambassadors and provides financial oversight for grant while working with districts to support a sustainable model of community engagement in the school redesign			3/1/2015	2018	Steering Committee

	leaders work as ambassadors to support the school redesign work.	process					
4		Current Steering Committee helps determine the oversight structure for the next funding cycle			3/1/2015	6/1/2016	Steering Committee
1	12. School Boards will be consistently educated and supported as ambassadors 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 in the work of the Partnership.			2013	JUNE 2018 Ongoing	Director
1, 4	13. 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.			2012	JUNE 2018 Ongoing	Partnership and Union Leaders
4		Include union representation on all			2012	JUNE 2018	Steering Committee, Director, principals

		committees and teams whose work could impact teacher contract.				Ongoing	
4	14. Integrate data collection, reporting, and analysis into all levels of the work	Track graduates' post-secondary outcomes			1/1/2015	JUNE 2018 Ongoing	Data manager, superintendents
4		Analyze available data to determine PD and learning priorities			9/1/2015	JUNE 2018 Ongoing	Principal, teacher learning coordinator
4		Coordinate school-wide data input so data is prioritized and useful for all teams			9/1/2015	JUNE 2018 Ongoing	Data manager and designated teachers from each school
4			Set up MS/HS teams that will review data; all data teams will have a protocol for reviewing data and will report results of such reviews to the principal after their meetings		9/1/2015	JUNE 2018 Ongoing	Data manager and designated teachers from each school; principals
4			Ensure development of school-wide data system through check-ins and updates with MTSS group		9/1/2015	JUNE 2018 Ongoing	Principal