

<b>Plan, Pilot, or Districts-Wide Implementation</b>	<b>Objectives / Milestones <i>Revisions in Italics</i></b>	<b>Key Activities or Tasks to Achieve Each Milestone</b>	<b><i>Key Activities or Tasks to Achieve Each Milestone REVISED</i></b>	<b>Start Month/Year</b>	<b><i>Start Month / Year Revised</i></b>	<b>End Month/Year</b>	<b><i>End Month/ Year Revised</i></b>	<b>Lead Staff/ Organization <i>Revisions in Italics</i></b>
Plan	A standing (year-round) Transformation Academy for educator learning is shared between districts and develops and delivers high-quality, technology- rich educator learning including credit-bearing opportunities, competitive fellowships, mentoring, classroom visitation, coaching, teacher-designed/peer driven PD, action research	Design a Transformation Academy to collaboratively develop vision, purpose, opportunities and evaluation of learning opportunities. Coordinate with school Tech Integration Teams, Curriculum Directors, ELL Directors, and Study Groups		APR 2012	<i>JAN 2013</i>	DEC 2012	<i>JUNE 2014</i>	Director, Steering Committee and BHS/WHS Principals
Plan		Partner with area college/university to design integrated and embedded credit/degree- bearing pathways for teachers and others participating in the Transformation Academy.		APR 2012	<i>OCT 2012</i>	JUNE 2012	<i>JUNE 2018 Ongoing</i>	Director
Districts-		Launch the Transformation		JUNE	<i>JUNE</i>	AUG	<i>JUNE</i>	Director,

Wide Implementation		Academy through a multi-week, graduate credit, summer learning and planning institute focused on Effective Teaming, Proficiency and Personalization, and Tech Integration.		2012	2013	2012	2013	Fellows
Districts-Wide Implementation		Deepen and extend learning through a variety of school year and summer institute learning and planning opportunities in years two and three. Incorporate community-based, youth and family partnership strands		AUG 2012		JULY 2014		Director, Fellows
Districts-Wide Implementation		Embed ongoing training in all learning opportunities and strands for all teachers in best practices and cultural competence in working with ELL and Marginalize students.		JUL 2012		DEC 2017 Ongoing	JUNE 2018 Ongoing	Director, BHS/WHS ELL Coordinators
Pilot	Teachers engage in expanded leadership and diversified teacher roles to support school transformation.	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 <ul style="list-style-type: none"> <li>• Design and distribute the fellow solicitations</li> <li>• Establish membership requirements to ensure diverse stakeholder representation on teams</li> </ul>		APR 2012		JUL 2012		Director, Steering Committee, BHS/WHS Principals

		<ul style="list-style-type: none"> <li>• Create and implement application process for PAR team members</li> <li>• Design modules in PAR and collaborative inquiry</li> </ul>						
Districts-Wide Implementation		Five Fellowship model continues in subsequent years with focus areas informed by previous fellowship work and project needs.		APR 2013		JUN 2017		Director, Steering Committee, Fellows
Districts-Wide Implementation		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.		AUG 2012	AUG 2013	DEC 2012 Ongoing	DEC 2012 Ongoing	Director, Fellows, BHS/WHS Principals and Teacher Leaders
Districts-Wide Implementation		Create additional paths for teacher leadership and administrator preparation through embedded graduate coursework and opportunities to teach modules/courses, coordinate inquiry groups, develop and staff transformation academy offerings.		JUL 2013	JAN 2013	DEC 2013 Ongoing	DEC 2014 Ongoing	Director, Fellows, BHS/WHS Principals and Teacher Leaders
Plan	All students have the opportunity to learn in an effective team environment that supports their academic and social-emotional growth.	Select teachers for 9th grade team (BHS) and 9/10th grade team (WHS). 18 (BHS) and 7 (WHS) core teachers anticipated.		JAN 2012		JUN 2013		BHS/WHS Principals
Pilot		Select Fellow for Effective Teaming to help direct inquiry and action research in teaming,	Select Fellow for <i>Teaching and Learning Environments</i> to help direct inquiry and action	APR 2012		DEC 2017	JUNE 2018	Director, BHS/WHS Principals

		design and coordinate professional development opportunities, and provide support for the new teams for the 2012-13 school year. Select a new Fellow each of the subsequent years to maintain focus, training, and support on teaming for all grades.	research in teaming, design and coordinate professional development opportunities, and provide support for the new teams for the 2012-13 school year. Select a new Fellow each of the subsequent years to maintain focus, training, and support on teaming for all grades.					with input from new Steering Committee
Pilot		Begin professional development in support of teaming for the 25 + identified teachers using school PLC meeting time in the spring, with intense learning and planning opportunities for up to 4 weeks during the summer, followed by classroom and after school training and class visits in 2012- -13.		MARCH 2012		JUNE 2016		Director, BHS/WHS Principals and Teaming Fellow
Districts-Wide Implementation		Launch and support 9 <sup>th</sup> BHS and 9/10 <sup>th</sup> WHS teams for 285 BHS and 120 WHS students		AUG 2012		JUNE 2014		BHS/WHS Principals and Teaming Fellow
Plan		<del>Identify teachers for 10<sup>th</sup> BHS teaming for 2013-14. Another 18 BHS core teachers anticipated. WHS 9/10<sup>th</sup> grade teaming deepens.</del>	<b>BHS:</b> Explore 10-12 grade innovative, interdisciplinary, tech-rich programming for 2014-15 <b>WMHS:</b> Plan 21 <sup>st</sup> Century Lab School for grades 7-12 to pilot in 2013-14 and deepening collaborative practice among interdisciplinary teams in humanities for grades 9-12	OCT 2012	<del>DEC 2012</del>	DEC 2012	<del>AUG 2013</del>	BHS/WHS Principals
Districts-Wide		Continue professional development in support of	<b>BHS:</b> Continue professional development in support of 9 <sup>th</sup>	JAN 2013		JUNE 2016		Director, BHS/WHS

Implement ation		teaming for the 25+ identified 9 <sup>th</sup> BHS and 9/10 <sup>th</sup> WHS <del>plus another 18+ identified 10<sup>th</sup> BHS teachers</del> using school PLC meeting time <del>in the spring</del> , with intense learning and planning opportunities for <del>3-4 weeks (potentially less time for the existing 9<sup>th</sup> and 9/10<sup>th</sup> teams and more for 10<sup>th</sup>)</del> during the summer, followed by classroom and after school training and class visits <del>in 2013-14.</del>	Grade Academy Teachers at BHS and the Grade 10-12 Teachers working to explore 10 <sup>th</sup> -12 <sup>th</sup> grade innovative, interdisciplinary, tech-rich programming <b>WMHS:</b> Continue PD support for 9 <sup>th</sup> -12 <sup>th</sup> grade interdisciplinary teacher collaboration at WMHS using school PLC meeting time throughout the year with intense learning and planning opportunities for 1 week during the summer, followed by classroom and after school training and class visits. <u>Explore supporting new two team structure at WMHS.</u>					Principals and Teaming Fellow
Districts-Wide Implement ation		Continue 9 <sup>th</sup> BHS and 9/10 <sup>th</sup> WHS teams for 285 BHS and 120 WHS students, and launch and support 10 <sup>th</sup> BHS teaming for 285 students continuing into 10 <sup>th</sup> grade.		AUG 2013		JUNE 2015		BHS/WHS Principals and Teaming Fellow
Plan		<del>Identify teachers for 11/12<sup>th</sup> BHS and WHS thematic academies or teams for 2014-15, based on student interest. Another 40 BHS and 6 WHS core teachers anticipated with another 17 BHS and 4 WHS elective, guidance, and support teachers fully connected with teams. 12 Burlington Technical Center BTC teachers will also be linked</del>	<b>BHS:</b> Identify teachers for pilot 10 <sup>th</sup> -12 <sup>th</sup> innovative, interdisciplinary, tech-rich programming for pilot in 2014-15, based on teacher and student collaboration ( <u>specifically relying on new School Innovation Seminar Course</u> ). Core teachers along with elective, guidance, and support teachers fully	OCT 2013		DEC 2013	JUNE 2015	BHS/WHS Principals

		through their career academies to the programming.	connected with new structure. Explore BTC teachers being linked to the programming <b>WHS:</b> 21 <sup>st</sup> Century Lab School is piloted with 4 core WMHS teachers and 30-40 students grades 7-12. WMHS continue to deepen collaborative practice with an eye towards Lab School integration/expansion.					
Districts-Wide Implementation		Continue professional development in support of teaming for the <del>40+ teachers teaming in 9<sup>th</sup> and 10<sup>th</sup> grades</del> and begin focused learning opportunities for <del>59+ 11/12<sup>th</sup> teachers</del> using school PLC meeting time in the spring, with intense learning and planning opportunities for 3-4 weeks (potentially less time for the existing 9 <sup>th</sup> and 10 <sup>th</sup> teachers) during the summer, followed by classroom and after school training and class visits in 2014-15.	Continue professional development in support of teaming of the BHS 9 <sup>th</sup> Grade Academy Teachers ( <u>specifically in moving towards heterogeneous grouping</u> ) and WMHS Lab School Teachers and begin focused learning opportunities for the teachers and students exploring 10 <sup>th</sup> -12 <sup>th</sup> innovative, interdisciplinary, tech-rich programming at BHS WMHS teachers <u>keeping at eye towards whole school integration/evolution of pilot program practices into whole school practices.</u> Use PLC meeting time, summer learning institutes, after school training and class visits in 2014-15.	JAN 2014		JUNE 2016		Director, BHS/WHS Principals and Teaming Fellow
Districts-Wide Implementation		Continue 9/10 <sup>th</sup> teams for 580 BHS and 120 WHS students, and launch and support 11/12 <sup>th</sup> grade thematic academies BHS for the	<b>BHS:</b> Continue 9 <sup>th</sup> Grade Academy teaming with heterogeneous grouping in English and Social Studies and	AUG 2014		DEC 2017	JUNE 2018	BHS/WHS Principals

Districts-Wide Implementation		Continue 9/10 <sup>th</sup> teams for 580 BHS and 120 WHS students, and launch and support 11/12 <sup>th</sup> grade thematic academies BHS for the 285 BHS and 60 WHS students continuing into 11 <sup>th</sup> grade.	<b>BHS:</b> Continue 9 <sup>th</sup> Grade Academy teaming with heterogeneous grouping in English and Social Studies and launch pilot 10 <sup>th</sup> -12 <sup>th</sup> innovative, interdisciplinary, tech-rich programming. <b>WMHS:</b> <u>Continue 21<sup>st</sup> Century Lab School and launch expansion of innovative programming coming out of the Lab School in grades 7-12.</u>	AUG 2014		DEC 2017	JUNE 2018	BHS/WHS Principals
Districts-Wide Implementation		Expand and deepen 11/12 <sup>th</sup> grade academies and teaming in 2015-16 so that all 1140 BHS and 260 WHS students are participating in integrated and teamed learning. Continue professional development in support of teaming for all 93 teachers BHS and 13 teachers WHS along with 12 BTC teachers using school PLC meeting time in the spring, with intense learning and planning opportunities for 2-3 weeks during the summer, followed by classroom and after school training and class visits in 2015-16.	Plan to expand and deepen 10 <sup>th</sup> -12 <sup>th</sup> pilot programming at BHS and Lab School programming at WMHS for 2015-16 so that a majority of students are participating in integrated and teamed learning. Continue professional development in support of teaming for BHS, WHS and BTC teachers in the spring with intense learning and planning opportunities for 2-3 weeks during the summer, followed by classroom and after school training and class visits in 2015-16.	JAN 2015		DEC 2017	JUNE 2018	Director, BHS/WHS Principals and Teaming Fellow
Districts-Wide Implementation	The increased flexibility of the school day and calendar facilitates a range of learning opportunities before and after school, on	Incorporate common planning time for 9th (BHS) and 9/10th grade teams for 2012-13 and subsequent teams and years thereafter. By the end of the grant, 93 BHS and 13 WHS teachers will have team common	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.	JAN 2012	AUG 2012	DEC 2017	JUNE 2018 Ongoing	BHS/WHS Principals

Plan		Provide advisory, seminar, and/or other time within schedule to allow for personalization, PLP mentoring, and supported learning. By the end of the grant, the 1140 BHS and 260 WHS students will have dedicated time in the school schedule for advisory, seminar, and/or other personalized time.	<b>BHS:</b> Begin planning for implementing advisory time at BHS with FSP Fellow 2013-14 for implementation in 2014-15. <b>WHS:</b> Currently their schedule includes advisory time. Investigate, through Lab School, potential opportunities for advisory structure to support new types of personalization for all students	JAN 2012	AUG 2013	DEC 2017	JUNE 2018	BHS/WHS Principals
Districts-Wide Implementation		Change the school year schedule to incorporate a joint Winooski and BHS plan for a Year-End-Studies (YES) Program that personalizes instruction and provides students choice in learning.		JAN 2012	<b>BHS:</b> AUG 2012 <b>WHMS:</b> AUG 2014	JUNE 2013	JUNE 2018	BHS/WHS Principals
Plan		Design and plan YES program, incorporating student, teacher, and parent input and outreach strategies.	Design and plan YES program, incorporating student, teacher, and parent input and outreach strategies, including demonstrations of learning that parents are invited to attend.	JAN 2012	<b>BHS:</b> JUNE 2012 <b>WMHS:</b> MAR 2013	JUNE 2013	<b>BHS:</b> JUNE 2014 <b>WMHS:</b> JUNE 2015	Teacher YES Committee, Director, PPBL Fellow
Districts-Wide Implementation		Implement YES Program and continue each year thereafter with all <del>106</del> BHS/WHS teachers and <del>1400</del> students participating.	Implement YES Program and continue each year thereafter with all BHS/WHS teachers and students participating. Will constantly reflect on and make needed adjustments to YES program each year following completion and stakeholder feedback.	JUNE 2012	<b>BHS:</b> JUNE 2013 <b>WMHS:</b> JUNE 2015	JUNE 2013	<b>BHS:</b> JUNE 2013 <b>WMHS:</b> JUNE 2015	Teacher YES Committee, Director, PPBL Fellow



Districts-Wide Implementation		Provide on-line learning opportunities beyond the school day with appropriate supports to ensure student success. Provide 2 teacher courses BHS and 1 course WHS to the Vermont Virtual Learning Network in exchange for 75 slots.		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.		JAN 2013	AUG 2013	JUNE 2015		BSD/WSD Superintendents and School Boards, Steering Committee
Plan		Begin offering instruction by interested teachers at non-traditional times aligned with student interest. Projections include 8 teachers (BHS) and 2 teachers (WHS) for 200 students.		AUG 2015		DEC 2017	JUNE 2018	BHS/WHS Principals
Plan	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.		JAN 2012	Oct 2012	DEC 2012	JUNE 2013	BHS/WHS Principals; District ELL coordinators ; PPBL Fellow, Community Partner(s)
Pilot		Pilot a new joint BHS/WHS model for summer instruction based on the emerging review and		JUNE 2012	JUNE 2014	AUG 2012	AUG 2014	District ELL coordinators , BHS

		research that expands time for learning both on and off campus for approximately 75 students.						Assistant Principal, WHS/BHS ELL and Support Teachers
Pilot		Pilot additional instructional support programs based on the emerging review and research that provides options for acceleration for students during the school year in school for approximately 150 students.		SEPT 2012		JUNE 2013	<i>JUNE 2014</i>	District ELL coordinators , WHS/BHS ELL and Support Teachers
Pilot		Pilot additional instructional support programs based on the review and research that provides options for acceleration for students during the school year in community settings and in partnership with community organizations for about 60 students.		SEPT 2012		JUNE 2013	<i>JUNE 2014</i>	District ELL coordinators , BHS Assistant Principal, WHS/BHS ELL and Support Teachers, CBL Fellow
Plan		Review, refine, enhance, and expand dual enrollment options in area colleges and universities to increase options for college-ready learning for about 100 students.		SEPT 2013		JUNE 2013	<i>JUNE 2014</i>	Director, BHS/WHS Guidance Counselors, ELL Directors and Teachers
Districts-Wide Implementation		Review the results of the summer, school year, and community-based programming; adjust, refine, and expand programming based on the results and additional research		SEPT 2012	<i>JUNE 2014</i>	DEC 2017	<i>JUNE 2018</i>	District ELL coordinators , BHS Assistant Principal, WHS/BHS

		on effective models; continue each year of the grant.						ELL and Support Teachers, CBL Fellow
Plan	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		MAR 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.		JUN 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.		JUN 2012		AUG 2012		Director, Community Partner(s), District Tech Directors, BHS/WHS Principals
Districts-Wide Implementation		Embed <del>PLP</del> and technology training and the rollout of devices to 25 + 9th (BHS) and 9/10th (WHS) teams as part of summer professional development. <del>Pilot PLPs for all 9th graders in 2012-</del>	Embed technology and learning management systems training and the rollout of devices to 9 <sup>th</sup> BHS and 9/10 WHS teams as part of Spring and Summer Professional Development.	JUN 2012	MARCH 2012	JUNE 2013		Director, PPBL Fellow, Tech Integrationists

		<del>13</del> –Ensure a continuum of off-line and on-line integrated and project-based learning opportunities in all teaming and other Transformation Academy learning occurs throughout the school year.						
Districts-Wide Implementation		Continue phased roll-outs of devices so that by 8/15 every BHS (1140) and WHS (260) student has access to a 1:1 device, <del>is keeping a PLP documenting growth in learning,</del> and uses the devices to access anytime-anywhere learning. Ensure steady flow of teacher training throughout the grant.	Continue phased roll-outs of devices so that by August 2015 all BHS and WHS students have access to a 1:1 device, is accumulating demonstrations of learning in a learning management system, and uses the devices to access anytime-anywhere learning. Ensure steady flow of teacher training throughout the grant.	JULY 2013		AUG 2016		Director, PPBL, Tech Integrationists
Districts-Wide Implementation	All students have the opportunity to participate in relevant and applied community and workplace-based learning opportunities.	Select Fellow for Community-Based Learning to help direct inquiry and action research in community-based learning. Identify or renew Fellow as appropriate for each of the subsequent years of the grant.		APR 2012		DEC 2017	<i>JUNE 2018</i>	Director, Steering Committee
Plan		Work with 9 <sup>th</sup> BHS and 9/10 <sup>th</sup> WHS grade teachers to convert BHS/WHS community service learning requirements into at least one service learning project embedded into 9 <sup>th</sup> grade teaming and curriculum. Work with subsequent teams to do the same so each year all 1140 BHS		JULY 2012		JUNE 2014	<i>JUNE 2015</i>	CBL Fellow, Community partner(s)

		and 260 WHS students engage in service learning.						
Districts-Wide Implementation		Increase college counseling services for ELL, low-income, first generation students, in order to provide more personalized support for students and families not only applying for college but also into the first year of attending college.		JULY 2011		DEC 2017	JUNE 2018	PPBL, TLE, and CBL Fellows, community partner(s), BHS career teachers
Plan		Use the BHS Career Exploration class for all 285 BHS 10 <sup>th</sup> graders to anchor PLP work, link job shadows and research into career options to 11/12 <sup>th</sup> learning academy options, and prepare a student exhibition of proficiency progress. Work with WHS to adopt a similar program in their 9/10th grade teaming work.	Explore use of common courses or potential advisory system to anchor support for PLP work. Look at common career or business courses to link job shadows and research into career options for 10-12 programming. Work with WHS to adopt a similar structure for supporting PLPs and job shadowing.	JULY 2013	SEPT 2013	JUNE 2017	JUNE 2018	Director, Steering Committee
Pilot		Develop a course or seminar workshop for 11 <sup>th</sup> graders, integrated into the thematic academies, on related career requirements, college readiness and applications, and transition planning to assure all students can access post-secondary education.	Develop a course, seminar, advisory structure or other support system for 10-12 programming on related career requirements, college readiness and applications, and transition planning to assure all students can access post-secondary education.	JAN 2014		JUNE 2017	JUNE 2018	College Counselor, SBL Fellow, Community Partner(s)
Plan		Review existing community-based learning career and college opportunities; review programs in other school districts. Create and administer interest survey of local businesses, partners,		JULY 2012		JUNE 2013	JAN 2014	CBL Fellow, community partner(s)

		artisans and others to broaden scope of learning opportunities.						
Districts-Wide Implementation		Create other community based learning options based on this review and research potentially including internships and job training, credit recovery options, and specialized learning programs.		JULY 2014	JAN 2014	DEC 2017	JUNE 2018	CBL Fellow, Community Partner(s), BHS/WHS Guidance Directors, BHS Assistant Principal
Plan		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 2017	JUNE 2018	BHS/WHS Principals and Guidance Directors
Districts-Wide Implementation	Proficiency-based course and graduation requirements, aligned with 21st century learning expectations, define what students should know and be able to do beginning with the Class of 2016.	Select Transformation Academy "Personalized and Proficiency-Based Learning Opportunities" fellow.		APR 2012		DEC 2016		Director, Steering Committee
Pilot		Develop action research team, with wide stakeholder involvement (including students, parents, teachers and community		APR 2012	OCT 2012	JUNE 2012	JUNE 2018 <i>Ongoing</i>	PPBL Fellow with Director support

		and business leaders).						
Plan		<p>Conduct research on existing proficiency--based systems and:</p> <ul style="list-style-type: none"> <li>Identify common proficiency--based graduation requirements in both districts.</li> <li>Identify the progression of course content standards and core units of study that define mastery of graduation proficiencies, embed national common core standards, and map and align K-12 with connections to post-secondary learning expectations.</li> <li>Identify necessary scaffolding and continuum of supports for multiple learner groups including ELL and low SES students to reach standards and proficiencies.</li> <li>Create multiple opportunities for communicating and gaining input from all stakeholders about standards and the proficiency system.</li> </ul>		JULY 2012	<i>OCT 2012</i>	JUNE 2013	<i>JUNE 2014</i>	PPBL Fellow and Implementation Team
Districts-Wide Implementation		Implement proficiency based graduation requirements at BHS/WHS beginning with incoming class for 2016	Implement proficiency based graduation requirements so that BHS/WHS class of 2016 students have the option for PBGRs within in a system that	AUG 2013		JUNE 2016		PPBL Fellow and Implementation Team

			is converting to proficiencies.					
Districts-Wide Implementation		Select a new fellow each of the subsequent years to maintain focus, training and support of PPBL opportunities.		APR 2013		JUNE 2016		PPBL Fellow and Implementation Team
Districts-Wide Implementation	Assessments and rubrics measure and chart student progress in meeting standards at proficient levels towards graduation	Create a system of assessments and rubrics through which students demonstrate proficiency of newly identified graduation requirements.		JULY 2013		JUNE 2014		BHS/WHS Teachers with Support from principals, students, parents and Director
Districts-Wide Implementation		Embed assessments and a process for tracking mastery of proficiencies into PLPs with all students beginning with the class of 2016.		AUG 2013		AUG 2015		BHS/WHS Teachers
Plan		Research proficiency-based grading, reporting, and transcripts to include input and feedback from college admissions counselors from UVM, Dartmouth, Castleton.		JULY 2013		AUG 2014		Director with Fellow support
Districts-Wide Implementation		<del>Implement new grading, reporting and transcription system with Class of 2016.</del>	Pilot a new grading, reporting and transcription system with some students in the class of 2016	AUG 2014		AUG 2016		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-		Investigate and implement an		AUG		Ongoing		BSD/WSD



Wide Implementation		integrated learning data system to monitor proficiency-based learning, PLPs mandated performance data, and school/state required data collection; include student-centered learning measures such as community-based learning and post-secondary success.		2013				Data and IT Directors, BHS/WHS Tech Integration Specialists
Districts-Wide Implementation	Youth leadership opportunities and programs increase student voice, choice, and responsibility in learning	Transformation Academy Youth Leadership and Engagement fellow is selected.		APR 2012		JUNE 2016 Ongoing		Director, Steering Committee
Pilot		Fellow develops action research team, with wide stakeholder involvement including students, parents, teachers and community and business leaders.		APR 2012	<i>OCT 2012</i>	JUNE 2012	<i>JUNE 2018 Ongoing</i>	YEL Fellow with Director support
Plan		Fellow and team conduct research to: <ul style="list-style-type: none"> <li>Identify methods for authentic student leadership and voice.</li> <li>Design structures to expand existing capacity so that all youth have an authentic role in participating in transformation discussions and decisions.</li> <li>Develop a shared peer learning and leadership</li> </ul>		JULY 2012	<i>OCT 2012</i>	JUNE 2013	<i>DEC 2013 Ongoing</i>	YEL Fellow and Implementation Team

		<p>infrastructure between districts so that students are learning from and working with each other.</p> <ul style="list-style-type: none"> <li>• Allow student participants to receive school credit.</li> </ul>						
Districts-Wide Implementation		Implement cross-district peer learning and leadership teams with regularly scheduled meetings.		AUG 2012		AUG 2013	AUG 2014	BHS/WHS Principals, teachers, and student leaders
Districts-Wide Implementation		Student membership exists on all Implementation Teams		MARCH 2012	OCT 2012	JUNE 2012	DEC 2013 Ongoing	Director and all Fellows
Districts-Wide Implementation		<p>Youth leaders in BHS YATST programs continue, and at WHS begin, to:</p> <ul style="list-style-type: none"> <li>• Attend YATST facilitator, school change, data analysis and leadership trainings</li> <li>• Analyze teacher-student survey data,</li> <li>• Identify key student engagement and student-centered learning priorities</li> <li>• Conduct "teach-ins" and dialogues for students and teachers on transformation priorities</li> </ul>		JAN 2012		DEC 2017 Ongoing	JUNE 2018 Ongoing	YATST groups at BHS/WHS
Districts-Wide Implementation		Youth Leader Participate In Nellie Mae Youth Engagement Strand		JAN 2012		DEC 2017 Ongoing	JUNE 2018 Ongoing	YEL Fellow, Implementation Team and student

								leaders
Districts-Wide Implementation	Families are active partners in shaping school transformation and personalized learning	Principals work with FSP team members, PIRC-VT, new steering committee and lead community partner to identify gaps in membership and participation, establish meeting times that work for families (time, location, duration, frequency, childcare), re-define team size, composition of team members, role and decision-making responsibility.		NOV 2011	AUG 2012	JUNE 2012		BHS/WHS Principals
Districts-Wide Implementation		<del>Principals, family school partnership team members and partnership developers recruit to expand membership of family-school partnership teams to ensure representation of 3-5 family leaders from marginalized backgrounds, with support from lead community partner/community organizers.</del>	Lead Community Partner is working to ensure increased leadership capacity within family leaders from marginalized backgrounds through the PICO model. This will contribute to expanded representation on Family School Partnership teams.	JAN 2012	APR 2012	DEC 2012	JUNE 2014	BHS/WHS Principals, BHS/WHS Family School Partnership Developers
Plan		Transformation Academy "Family School Partnership" fellow is selected and develops FSP action research team, inclusive of members from BHS/WHS Family-School Partnership Teams. Fellow and team conduct research on effective communications: <ul style="list-style-type: none"> <li>Evaluating effectiveness of current communication system</li> <li>Developing communication standards for reaching all</li> </ul>		APR 2012		JUNE 2013	JUNE 2014	Steering Committee, FSP Fellow

		<p>families and ensuring accessible communication for all families</p> <ul style="list-style-type: none"> <li>Recommendations for communication training for staff &amp; families</li> </ul>						
Pilot		Transformation Academy Fellow and FSP Action Research Team design and implement an RFP process for local community partners to address previously identified needs from planning year public engagement (which may include parent literacy to ensure student success, understanding college pathways/college-readiness)		JUNE 2012	MARCH 2013	DEC 2012	JUNE 2014	FSP Fellow and FSP Implementation Team
Districts-Wide Implementation		BHS/WHS principals, FSP Developers and Team members work with Superintendents and other appropriate Central Office Staff to implement new communication standards.		JAN 2013	JULY 2014	JUNE 2013	JUNE 2015	BHS/WHS Principals, BHS/WHS Family School Partnership Developers, BHS/WHS FSP Teams
Plan		FSP Fellow and FSP Implementation team (coordinated with LCP organizing efforts) designs and conducts additional participatory action research about effectiveness of current family partnership activities, unmet family needs and research to inform family involvement in personalized		SEPT 2012		JUNE 2013	JUNE 2018 <i>Ongoing</i>	FSP Fellow and FSP Implementation Team

		learning plans, understanding student progress/proficiencies, youth engagement and community-based learning.						
Districts-Wide Implementation		BHS/WHS Family-School Partnership Teams and Family School Partnership Developers identify, implement and evaluate school-based partnership activities that create more welcoming, inclusive and culturally responsive schools and provide shared learning opportunities that inform parents (beginning in middle-schools) about plans and changes, and gather their feedback, about youth engagement, proficiency and personalization, community-based learning, tech integration, effective teaming.		JAN 2012	JAN 2013	DEC 2014	JUNE 2018 <i>Ongoing</i>	BHS/WHS Principals, BHS/WHS Family School Partnership Developers, BHS/WHS FSP Teams, Middle School Principals, Middle School FSP Teams
Districts-Wide Implementation		Select a new Fellow each of the subsequent years to maintain focus, training, and support of FSP.		APR 2013		JUNE 2016		Director, Steering Committee, Fellows
Plan	A new Steering Committee structure with demographically balanced representation of community members, students, parents, teachers and education	Using NM neutral facilitator, existing <i>Operations Team</i> identifies process for transitioning to a new structure during the last quarter of planning year (calendar year 2011), with particular attention to balancing demographics and including students, community members, parents and teachers		NOV 2011		JAN 2012	AUG 2012	WSD/BSD Partnership

	leaders, provides oversight of transformation initiative.	as well as education leaders. This will model Participatory Action Research (PAR), as reflected in the Implementation Teams. United Way of Chittenden County (among other community partners) has volunteered to participate as a neutral convener for the initiative. Upon receipt of grant approval, invitations will be issued for an open community meeting (as we did in early October) to celebrate the new grant and to begin the process of creating a new Structure to support district level transformation.						
Districts-Wide Implementation		Ongoing training is provided to assist the Steering Committee in functioning effectively.		JAN 2012		DEC 2017 Ongoing	<i>JUNE 2018 Ongoing</i>	WSD/BSD Partnership
Plan	Hiring and RFP process created	The new Steering Committee designs the process for hiring the Dean of Transformation, and the RFP process for the awarding of fellowships, modeling the PAR expected of the Implementation Teams. All positions work cross districts.	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.	JAN 2012		APR 2012 director hired	<i>APR 2012 Fellows hired, APR 2013 director hired</i>	WSD/BSD partnership
Pilot	Director hired and Fellows named	The new Steering Committee advertises, interviews and hires the Director. The new Steering Committee will assist the Director as needed in the		APR 2012		JULY 2012 Fellows begin		Director

		selection of the first five Fellows to lead the Implementation Teams.						
Districts-Wide Implementation	Implementation Teams Created	Five Implementation Teams, cross-district, will be developed to oversee five areas of transformation.		JULY 2012		DEC 2012 I-teams in place		Fellows
Districts-Wide Implementation	Implementation Teams create, explore, develop and execute strategies to implement transformation	Regular meetings, eager participation, site visits		SEPT 2012	<i>OCT 2012</i>	DEC 2017 Ongoing	<i>JUNE 2018 Ongoing</i>	Fellows
Districts-Wide Implementation	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, 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 Hiring		Communications and Logistics Specialists
Districts-Wide Implementation	School Boards will be updated and supportive of the transformation efforts	Director will meet with the relevant committee of each school board and/or present to the school boards as a whole on a regular basis		SEPT 2012		DEC 2017 Ongoing	<i>JUNE 2018 Ongoing</i>	Director
Plan/Pilot	Strategies that involve teachers, local unions, school boards and other key stakeholders in	Identify expert consultant who generates a high degree of trust from labor and management to assist in moving towards contract negotiations based on mutual		DEC 2011		JUNE 2014		Operations Team (until new system is in place)

Plan/Pilot	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	Identify expert consultant who generates a high degree of trust from labor and management to assist in moving towards contract negotiations based on mutual respect that supports student centered learning.		DEC 2011		JUNE 2014		Operations Team (until new system is in place)
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