

Mohawk Trail Regional School Work Plan 2019 - 2022

(2019-2022) Multi-Year Impact Goals & Vision	One Curriculum Model	Students as Leaders of their Own Learning	Communication and Community Engagement	7-12 Student Experience
	All students will learn in detracked, rigorous courses that embed scaffolds, extensions and choice.	Students will take charge of their learning through the use of daily and long term learning targets. Students will track their progress, reflect, and revise work as they demonstrate mastery of standards.	Student, educator and community voices will be represented as Mohawk Trail reimagines the 7-12 school experience.	Students, through experiences in grades 7-12, will develop their sense of self and place as engaged citizens in a diverse community.
2021-2022 Implementation Priorities	<ul style="list-style-type: none"> ● ILT: Leading colleagues in collegial conversations, instructional practices and review of instructional practices, and professional development ● Differentiated Advisory curriculum by grade level ● Middle School students pilot the portfolio process ● Delivery of on-site professional development connected to anti-racism strategic plan: Laying the Foundation training and educators review and revise at least one unit of study with an equity lens. ● Educators offer diverse assessments with choice embedded while providing high-quality feedback (formative and summative) ● Community learning and community field work connected to at least one unit of study 			
2021-2022 Rationale	Our work with implementing the Trailblazer Model, will help us identify highly-engaging student experiences through which students will feel connected and supported by their school as they develop their sense of place in the community.			
2021-2022 School-Wide Goal	We will cultivate an inclusive school environment through which educators will deliver a comprehensive anti-racist advisory and academic program where each student is engaged, challenged and supported.			
2021-2022 Leadership Goal	We will develop a model of shared leadership, enhancing the role of the Instructional Leadership Team and supporting deeper ownership/engagement of the whole school redesign process from students, faculty/staff and community members.			

School-Wide Action Plan

<p>School-Wide Goal: We will cultivate an inclusive school environment through which educators will deliver a comprehensive anti-racist advisory and academic program where each student is engaged, challenged and supported.</p>
<p>Rationale: If we design an anti-racist advisory program, students will feel more connected to themselves, their impact on the greater community and begin to understand their place in the global community.</p>

Faculty Learning Targets	Structures and Leadership Actions	Firefly Worldwide Support and Services to build capacity
<p>1. I can actively participate in the Laying the Foundation DEI training and adopt common vocabulary with colleagues.</p>	<ul style="list-style-type: none"> ❖ Provide the space and opportunity for DEI professional development ❖ Frame DEI work in the work plan and connect to the district strategic plan 	<ul style="list-style-type: none"> ❖ Deliver Laying the Foundation Training to all staff ❖ Support the MTRS Equity Council in the implementation of the Antiracism Strategic Plan

<p>2. I can deliver daily advisory lessons that embeds DEI.</p>	<ul style="list-style-type: none"> ❖ Provide anti racism advisory curriculum ❖ Provide space and time for advisory PD ❖ Provide time for Advisory Task Force to meet and prep for schoolwide PD 	<ul style="list-style-type: none"> ❖ Support and provide feedback to the Advisory Task Force in their work
<p>3. I can foster a brave space in my advisory.</p>	<ul style="list-style-type: none"> ❖ Provide space and time for advisory PD ❖ Provide time for Advisory Task Force to meet and prep for schoolwide PD 	<ul style="list-style-type: none"> ❖ Support and provide feedback to the Advisory Task Force in their work
<p>Data Points/Evidence for Monitoring Progress</p>		
<p><i>Evidence of Student Growth</i> Baseline</p> <ul style="list-style-type: none"> ● Provide an advisory pre-survey for students in grades 7-12 	<p><i>Evidence of Student Growth</i> Mid-Year:</p> <ul style="list-style-type: none"> ● Advisory learning walk 	<p><i>Evidence of Student Growth</i> End-of-Year:</p> <ul style="list-style-type: none"> ● End of year advisory survey for students in grades 7-12 ● Advisory learning walk

<p>sub-categories: SE, 504, low-income</p> <p>Evidence of Staff Growth</p> <p>Baseline:</p> <ul style="list-style-type: none"> ● Learning walks ● Advisor readiness survey ● Advisory Curriculum plan reviews 	<p>Evidence of Staff Growth</p> <p>Mid-Year:</p> <ul style="list-style-type: none"> ● Advisory lessons/mapping for the year ● Advisory PD participation ● Learning walks 	<p>Evidence of Staff Growth</p> <p>End-of-Year:</p> <ul style="list-style-type: none"> ● Self-assessment / readiness survey ● Learning walk ● Differentiated Advisory Curriculum Maps by grade level
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Leadership Goal and Action Plan (the work of the leadership team)

Leadership Goal: We will continue to grow opportunities for distributed leadership and support the redesigned ILT structure by providing the space and opportunity for ILT and working groups to lead professional learning tied to student learning goals.

Rationale: The more people who own the work we do, and the deeper understanding people have of what we're doing and why, will allow us to redesign a school the whole community can invest in.

Leadership Learning Targets	Structures and Leadership Actions	EL and NGLC Support and Services to build capacity
<p>1. I can empower a culture of diverse voices in various distributed leadership opportunities.</p>	<ul style="list-style-type: none"> ❖ Ensure the process to join working groups is inclusive and easy to access for all educators ❖ Provide transparent and clear communication for expectations of working groups ❖ Encourage underrepresented voices to participate and understand why they have not in the past 	<ul style="list-style-type: none"> ❖ Provide a review/audit of how we recruit educators for working groups ❖ Provide examples of other schools distributed leadership models and the working groups they have ❖ Provide coaching to admin team re: recruitment and messaging for working groups
<p>2. I can design a professional learning calendar that provides the time to both construct and deliver professional development.</p>	<ul style="list-style-type: none"> ❖ Provide opportunities for all working groups to meet with faculty/staff for either delivery of PD or updates from their work. ❖ Present professional learning calendar to the ILT for feedback ❖ Identify opportunities for working groups to meet during the school day as part of the professional learning calendar 	<ul style="list-style-type: none"> ❖ Supporting the development of the professional learning calendar in terms of how much time should be allocated per working group ❖ Assist and support the ILT, Advisory and Portfolio Task Forces in the design and delivery of PD ❖ Support admin in developing a way to “assess” the need of the staff based on learning walks and readiness surveys.

Data Points/Evidence for Monitoring Progress

<p><i>Evidence of Leader Growth</i></p> <p>Baseline:</p> <ul style="list-style-type: none"> ● Data analysis on the make-up of working groups from FY21 to FY22 ● Baseline data from FY21 on the number of PD sessions run by working groups 	<p>Mid-Year:</p> <ul style="list-style-type: none"> ● NGLC rolling notes agenda from coaching sessions ● Number of PD sessions led by working groups 	<p>End-of-Year:</p> <ul style="list-style-type: none"> ● Recruitment strategies for FY23 and percentage of staff interest ● Number of working groups scheduled for FY23 ● Number of PD sessions led by working groups
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