Mohawk Trail Regional School Work Plan (2022-5) <mark>Updated 9-5-24</mark>

(2022-2025) Multi-Year Impact Goals & Vision	One Curriculum Model	Students as Leaders of their Own Learning	Communication and Community Engagement	7-12 Student Experience
	Teachers will design curriculum and classroom practices to implement rigorous SBT and Learning so that all students can achieve to a high level in detracked classes Classroom model - SBTL protocols and grading cohesions Structures: Lead learner team working with EL Curriculum Grade level teams (Advisory & Content) ILT continue to ensure cohesion across SBTL, equity, community and advisory Intervention & extensions in MS Early college/ Dual enrollment Community links with content - Civics and Smithsonian project	Students will take charge of their learning through the use of : Student voice opportunities- input in schedule and choices Advisory supports for staff and students (Grade level teams) Student-led-conferences Capstone Independent projects/ internships Early college Virtual Options for summer	Celebration of learning Student-led conferences TB specific events Equity Community links: Outdoor classroom Links from Capstone to internships/ WBL Resource Fair and employer fair Alumni talks to students in MS and HS	Students will develop their sense of self and place as engaged citizens in a diverse community. Student mentor development as part of Restorative Practices roll-out - tied in to CRPLA district work SBTL assessments and self-reflection Internships Independent studies/ WBL Civics Project/Capstone

(2022-2025) Implementation Priorities	- ILT: Leading colleagues in collegial conversations, instructional practices and review of instructional practices, and professional development change to - SBT/L school and department level. Cohesion of school activities based around Barr supported teaching and learning practices - Restorative Practices T 1,2 3 training for all unit A staff and admin - Differentiated Advisory curriculum by grade level, supported by grade level team - 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) - Student-led conferences in S1 and S2 - Community learning and community field work connected to civics, capstone and social studies
(2022-2025) 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 drive their own learning and develop their sense of place in the community. Moreover, this will help inform our portrait of a graduate model.
(2022-2025) School-Wide Goal	We will focus on the development of SBTL across all content areas and continue to find opportunities to spotlight student voice and autonomy through continual refinement of our Student-Led conferences in October (Q1/2) and April (Q3/4)
(2022-2025) Leadership Goal	We will continue to develop a model of shared leadership, enhancing the role of the Instructional Leadership Team and Trailblazer Stakeholder groups which improve communication and continue to support deeper ownership/engagement of standards-based teaching and learning by all stakeholders that will be sustained beyond the duration of the BARR grant.

School-Wide Action Plan (2025

:We will focus on the development of SBTL across all content areas and continue to find opportunities to spotlight student voice and autonomy through continual refinement of our Student-Led conferences in October (Q1/2) and April (Q3/4)

- Lead learner teacher team to work with admin and EL consultant to outline and share a pedagogy and planning model for planning, teaching, assessing and providing feedback to students.
- Students will use these supports as well as self-reflection opportunities during the SLC which take place twice a year
- Students, staff and families will understand and be familiar with the school-wide assessment rubric used as part of the transition to SBTL
- Student, staff and community feedback will be collected at regular intervals to help refine our progress towards the above goal

Rationale: Distributed leadership structures will allow the currently separate foci of the advisory, equity, portfolio and ILT to converge as a core part of the student experience. Additionally practices such as student-led-conferences will enable these practices to further develop our focus on SBTL as well as forefronting students as reflective drivers of their MTRS experience

Faculty Learning Targets	Structures and Leadership Actions	Support and Services to build capacity
1. I understand what SBTL is and can plan and implement SBTL courses 2. I can use the school-wide rubrics to assess student proficiency 3. I can use these rubrics to help students reflect on their learning to date and planned next steps	❖ Lead learner supported PD ❖ Admin to support staff through developing standard PLG around SBTL	❖ Weds PD time ❖ EL consultant support ❖ Admin working with Springpoint to help finesse content and delivery ❖ Lead learners to help develop a lab model to support teachers plan and deliver SBTL with efficacy

4. I can demonstrate my understanding of Restorative practice theories through running an inclusive advisory	❖ Grade level teacher teams to meet and plan grade level specific advisory tasks/ activities ❖ SLC focus in advisory (self reflection) will be supported by similar reflection in content classes	❖ We are Crew/ EL ❖ Lead ILT member support and consult with EL time as necessary

Data Points/Evidence for Monitoring Progress

Evidence of Student Growth **Baseline** End of unit student -self reflection SLC 1 - Oct 30th	*Evidence of Student Growth* **Mid-Year:** ● Student self -reflection and Q1 and 4 surveys ● SLC April	*Evidence of Student Growth* **End-of-Year:**

Evidence of Staff Growth **Baseline:** ● Nov 5th PD - Staff to come together and calibrate student tasks based on SBTL assessments and rubrics ● Staff readiness survey	Evidence of Staff Growth **Mid-Year:** ● Admin and district walkthroughs ● Staff and student survey ● Student growth (where measurable) compared with SBTL proficiency	Evidence of Staff Growth **End-of-Year:** ● PD in S2 focussed on tracking/linking student proficiency with MCAS, AP and statewide measures ● Staff readiness survey

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
1. I can empower a culture of diverse voices in various distributed leadership opportunities.	❖ 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 & Department Coordinators ❖ Encourage underrepresented voices to participate and understand why they have not in the past	❖ 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
2. I can design a professional learning calendar that provides the time to both construct and deliver professional development.	❖ 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	❖ 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 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

Evidence of Leader Growth

● Qualitative and quantitative progress monitoring surveys each q and end of academic year:

  Understanding and use of TB philosophy
  Efficacy of Distributed Leadership
  Admin Support & Communication
  Teacher suggestion and input

  LEC - community input and discussion

  Principal's advisory Group - Monthly student meeting to discuss and gain feedback on progress and experience in relation to the SIP