

**The Academies of Nashville:
A Five-year Plan for the Implementation
and Sustainability of High School Reform**



Created in Partnership with:

MNPS Achieves: First to the Top

The Ford Partnership for Advanced Studies

Alignment Nashville

The Nashville Area Chamber of Commerce

Nashville Career Advancement Center

Vanderbilt University Medical Center

MNPS Teachers and Parents

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Introduction

The Academies of Nashville are the primary initiative to achieve the District’s vision and mission for students in its twelve zoned high schools. The Five-year Plan for the implementation and sustainability of The Academies of Nashville is a community-supported plan that aligns local and state initiatives to provide every student with the foundation of knowledge, skills and character necessary to excel in higher education, work and life. Grounded in the research of the Ford Partnership for Advanced Studies, the Five-year Plan is structured around the three pillars of Next Generation Learning: Transforming Teaching & Learning, Redesigning High Schools, and Sustaining Change through Business & Civic Leadership. Focusing on these goals aligns the resources of the business community and school district in order to achieve the state’s graduation benchmark of 90%, meet the educational standards of the Tennessee Diploma Project and move each of the twelve schools towards good standing with No Child Left Behind and National Career Academy Coalition (NCAC) accreditation. Most importantly, all students will benefit from personalized environments, rigorous curricula and career-focused programs in their schools that provide a relevant context for learning in order to prepare them for the high-skill, high-wage workplace opportunities here in the Nashville area.

Part 1. The Big Picture: The Academies of Nashville in Context

What are The Academies of Nashville?

Metropolitan Nashville Public Schools (MNPS) began a district-wide high school redesign initiative based on the Small Learning Communities (SLC) model in 2008. All twelve zoned high schools have been restructured into much smaller learning environments called **The Academies of Nashville**. All SLC students belong to a personalized smaller learning community structured around shared interests and based on personal relationships.

Student choice is critical to the success and development of The Academies of Nashville. Providing unique academies in each of the high schools allows students to choose a focus that most interests them. This structure also fosters healthy competition between academies that will ensure that programs are driven by student and workforce demand; provide opportunities that translate into high-skill, high-wage careers; and react quickly to local industry and technology trends and standards.

Within The Academies, all students take required core academic subjects, electives, and specialized courses in their career area to provide academic **Rigor** that prepares students for college. Academy teachers incorporate real-world examples from their career area into all academic and specialized courses to create **Relevance** for students. Students move through their academy with classmates who share their interests and a common team of teachers, which builds stronger **Relationships** that promote a sense of belonging. Local business and

“It’s easy to assume that high school students don’t want adults around because they’re teenagers, but that’s not really true. Our young people are looking for role models; adults who take an interest in their professional future. They want to hear from adults who are succeeding in the ‘real world.’ They want to see examples of what they can become in life.”

~Marsha Edwards, CEO of Martha O’Bryan Center and CEO Champions Member

community partnerships provide students with interactions that ensure student **Readiness** for post-secondary education and career options. In summary, The Academies of Nashville will offer students:

- Relevant and rigorous curriculum
- Increased parent and community involvement
- More engaging curriculum and instruction
- Opportunities for professional certifications
- 21st Century Skills such as critical thinking, communication, and technology literacy
- Opportunities to form closer relationships with teachers and advisors
- Practical work experience through job shadowing and internships
- Opportunities to learn in the context of an industry or subject theme
- Preparation for college AND career

Strategic Alignment

Support of stakeholders across the community is essential to the sustainability and marketing of a reform effort that substantially modifies high school structure and teaching. To ensure the sustainability of The Academies of Nashville, the Five-year Plan is aligned with district and state initiatives to ensure that all goals are met.

Local Leadership

At the local level, the MNPS Director of Schools has announced a plan for Transformational Change called MNPS ACHIEVES. The Director of Schools' High School Transformational Leadership Group (TLG) has adopted the Five-year Plan for The Academies of Nashville.

The Academies are aligned to focus on the High School TLG's vision that EVERY MNPS graduate will have:

- *A plan for post-secondary education and career*
- *At least a 21 composite score on the ACT*
- *A work-based experience, service-learning, or capstone research project*
- *At least one course completed online for high school and/or college credit*
- *College credit and/or a nationally-recognized professional certification*

The goals of the TLG shape the curriculum development and support systems offered in each of the academies in order to address MNPS's targets: increased graduation rate and attendance, improved student achievement and preparation for post-secondary success.

"I am proud to talk about the work our district is doing to improve education for all students. The work is impressive, particularly at the high school level. The academies that are being implemented, the programs and instructional techniques, and the overall quality of education our students are getting is on track to put our school system in the national spotlight. We are grateful to all of the businesses who are supporting our mission. You will be the difference in helping our district become great."

~Dr. Jesse Register, Director of Metropolitan Nashville Public Schools

The Mayor of Metropolitan Nashville & Davidson County is a strong advocate for education reform in Metro Nashville Public Schools. Starting in the 2009-10 school year, the Mayor raised private funds to bring two national teacher recruitment organizations, Teach for America and The New Teacher Project, to Nashville. Through ASSET (Achieving Student Success through Effective Teaching), a plan has been developed to better prepare, recruit, hire and support, develop and evaluate, and retain and reward effective teachers and principals. The Mayor co-chairs the CEO Champions, an advocacy group of business/community leaders for The Academies of Nashville. He has supported alternative high school models, including Diplomas Plus, and the development of after-school programs/activities and a charter school incubator. All of these initiatives are coordinated through the Mayor's Office of Children and Youth.

"Public education is my top priority, and we need the support of everyone in our community to ensure that all our students succeed. The business community is absolutely critical to the success of our school district. Our business and industry leaders can provide life changing experiences for our students. Let us all join together to make sure that our students in Metropolitan Nashville are ready for the work demands of the 21st Century."

~Karl Dean, Mayor of Nashville

Business Engagement

The Nashville business community strongly supports The Academies of Nashville as a method for improving the quality of the local workforce, which will contribute to long-term economic prosperity for the region and improved quality of life for all citizens of Nashville. During the 2009-10 fiscal year, over 180 businesses participated in The Academies of Nashville's Partnership Councils and over 80 committed to becoming Academy Partners. Feedback from these local businesses and post-secondary institutions confirms that within the context of core knowledge instruction, students must learn essential skills for success in today's world, such as critical thinking, problem solving, communication, and collaboration. By creating a pipeline of talent equipped with these 21st-Century Skills, Nashville will experience economic growth and students will attain greater prosperity in their post-secondary education and careers.

State and National Leadership

The Five-year Plan for The Academies of Nashville also supports state and national initiatives for greater educational achievement. The Tennessee Diploma Project (TDP) and Race to the Top set goals for student and District achievement; these priorities have shaped the high school reform to maximize short- and long-term success.

"I was quiet and shy. This experience (working with The Tennessee Credit Union) has given me confidence in my ability to talk to others"

*~Chanel Jones, Student,
The Tennessee Credit Union Academy of
Business and Finance at Antioch*

The Tennessee Diploma Project

For every 100 ninth-grade students in 2002: 59 graduated high school on time; 36 entered community college or university; 25 were still enrolled by their sophomore year; and only 15 graduated within one and a half times the length of their degree program according to the State of Tennessee's Diploma Project website. The National Chamber of Commerce attributed the students' lack of success to poor "truth in advertising." In other words, Tennessee proficiency assessments did not accurately reflect National proficiency; students who graduated did not actually have the skills they needed to be successful in their post-secondary endeavors. The TDP is a state initiative to raise Tennessee's standards and curricula to better prepare students for success after high school by affecting the quality of education students receive at all grade levels.

Business roundtables gave the State Department of Education input regarding the needs of commerce and industry and their expectations of graduates. Their feedback aligns with 21st Century Skills and includes:

- Stronger math and science skills, especially mastery of basic math
- Effective critical thinking and the ability to work toward a focused solution to complex problems
- Stronger verbal and written communication skills
- Ability to work collaboratively to solve real world problems
- Application of critical thinking skills and knowledge to solve problems
- Strong work ethic

The Academies of Nashville provide the links to the business community and post-secondary resources students need to be successful under the Tennessee Diploma Project. The Academies' Five-year Plan seeks to align all Academies with post-secondary partnerships to increase access to dual enrollment, dual credit, and professional certifications that give students an advantage in college and their career. The plan promotes work-based learning opportunities that foster 21st-Century Skills and the development of integrated, project-based curricula that permit students to learn core academic skills within the context of their interests. By emphasizing the relevance of the material, student attendance rates will improve, discipline issues will decrease, and the number of adequately prepared graduates will rise, allowing us to meet the State's new standards.

Race to the Top

The Academies of Nashville are also consistent with the U.S. Department of Education's Race to the Top agenda for improving standards and building data systems to guide instruction. By requiring all students in Tennessee to complete a rigorous curriculum in high school, the state helps them gain the knowledge and skills they need to meet No Child Left Behind standards and for lifelong success. The Academies of Nashville are organized around rigorous programs of study that provide all students with greater opportunities, regardless of their post-secondary plans. Both the Race to the Top proposal and the TDP focus on strategic assessments that include early and frequent evaluations of student learning. These evaluations are built into the structure of academies and will provide principals and teams of teachers with a dashboard of relevant data and common planning time to discuss student progress and to prevent failure through coordinated interventions. Data-driven interventions will be based on Nashville's three dropout indicators: attendance, grade point average (GPA), and out-of-school suspensions (for more information, see Appendix D).

Additionally, Tennessee's Race to the Top proposal includes the Common Core State Standard Initiatives, which reflect a commitment to develop higher standards in English-language arts and math for grades K-12. In The Academies, these standards will align with college and work expectations, embracing a strong and challenging curriculum that promotes the application of knowledge through problem solving, analysis, and critical thinking.

"The implementation of The Academies of Nashville has the potential to completely change the quality and depth of instruction for MNPS students. The introduction of relevant information and career development to all students based on their interests and potential career choices will improve the level of engagement for all students. At Glenciff, our students are already reaping the benefits of academy partnerships. Through summer internships, job shadowing, industry certification programs and a variety of projects, our students are quickly realizing that they have talent and abilities that will be valued in the workforce and prepare them for college."

~Tony Majors, Principal, Glenciff High School

Tangible Benefits

The Academies of Nashville will not function as an “add-on” program, but will facilitate change by realigning existing resources to ensure short-term and long-term success for students, the school district, the local economy, and the community. By engaging students in a personalized academy, where teachers have the resources to respond to “whole child” needs, a strong sense of community belonging will grow and the graduation rate will rise as students see the importance of their education.

86% of the fastest-declining occupations require a high school degree or less

~Center for Regional Economic Competitiveness. “Labor market Opportunities in the Nashville Economic Market Area.” Executive Summary. January 2008.

Short-Term Outcomes

The Academies of Nashville will produce early results as student behavior reflects the new structure and teaching methods of the reform. More students will engage in school activities and form positive relationships with adults and peers who encourage them to stay in school and graduate. The development of a more tightly-knit learning community will lead to a decrease in discipline problems and improve student attendance.

One of the earliest indicators for success is an increase in promotion from ninth to tenth grade. The majority of student dropouts occur when students fail to make a successful transition into high school and promote from 9th to 10th grade on time. Thus far, schools that have fully implemented a Freshman Academy have already seen increases in student promotion and attendance, as well as decreased discipline issues. The Academies of Nashville will extend this success to all students in the zoned high schools to achieve the following District goals:

- Graduation rate of 90%
- Attendance rate of 95%
- All students in an academy will earn at least seven credits per year toward graduation
- 80% of academy graduates will enroll in post-secondary education and training
- Each academy student will graduate with post-secondary credit and/or professional certification
- Each freshman academy student will develop a ten-year plan and update it annually

\$3.8 Billion: The increase in personal income when the number of college and higher educated workers in Middle Tennessee increases by just 1%

~“Higher Education Institutions in Middle Tennessee: An In-Depth Analysis of Their Impact on the Region from a Comparative Perspective.” March 2007.

Long Term Community Impact

Nashville faces substantial challenges to its future workforce. The demographic shift taking place in the working population is not unique to Nashville, but the response to this challenge will either serve as a competitive advantage or serious obstacle to economic development efforts. As Nashville has moved from a manufacturing to an information and service economy, an educated workforce is critical for long-term economic vitality.

In January 2008, the Nashville Area Chamber of Commerce in conjunction with the Nashville Career Advancement Center and TN Labor & Workforce Development released a report prepared by the Center for Regional Economic Competitiveness entitled “Labor Market Opportunities in the Nashville Economic Market Area.” This report provides an assessment of the local work force supply and demand. Trends that emerged from this report highlight the economic imperative for educational reform in the Nashville region. As the

workforce ages, changes and grows, it is essential that the education system adapt to ensure that local graduates understand what postsecondary opportunities are available and have the skill sets that jobs of the future will require.

One of the most important trends that emerged from the labor market study is a growing demand for more skilled workers with at least some kind of postsecondary education or training. In fact, about 86 percent of the fastest declining occupations require only a high school degree or less. Additionally, demand is consistently growing for workers with postsecondary degrees or training.

More than merely an issue of economics, however, is the moral imperative associated with educational attainment. By providing better education to students, particularly those in high-poverty areas, we can make a powerful impact in the lives of citizens. According to the labor market study, "The return on investment in postsecondary education can be quite substantial. Factored over a 40-year period, the difference in average earnings for Nashville-area occupations requiring an associate's degree and those jobs available for dropouts is more than \$678,000. The difference in earnings over 40 years for a job requiring a high school degree and a bachelor's degree is nearly \$1 million." In a district where 76 percent of the student population is on free and reduced lunch (2009-10 school year) and only 73.1 percent of public high school students graduate (2008-09 school year), the 5 Year Planning Committee is keenly aware of the potential impact high school reform can offer the community. Better preparing students to be successful in and beyond high school will increase the percentage of students that attain post-secondary degrees or certificates and foster a workforce with technical and academic knowledge in combination with 21st Century Skills.

Targeting high school students is not only a means to long-term prosperity, but is also strategic when one considers the aging work force population. According to the labor market study of 2008, "More than 15 percent of the region's work force is age 55 and older." As a significant portion of the work force leaves, it will be necessary that the labor force not only replenish itself, but meet the projected growth rates. Consequently, providing all students with adequate technical and academic skills to meet workplace demand is paramount for maintaining a self-sustaining mid-state economy.

***By cutting the dropout rate in half,
we will greatly impact the local
economy:***

- ***\$30 Million:*** Annual increase in earnings by new graduates
- ***48%:*** Percentage of new graduates who pursue some type of post-secondary education
- ***\$22 Million:*** Additional annual spending of new graduates
- ***\$3 Million:*** Annual increased state and local tax revenue due to increased earnings and a higher level of spending of new graduates
- ***250 Jobs:*** Annual additional jobs supported by the increased spending and investment of new graduates
- ***\$41 Million:*** Economic growth by the time these new graduates reach the midpoint of their careers

*~Alliance for Excellent Education. "The Economic Benefits of Halving Nashville's Dropout Rate: A Boom to Regional Business."
January 2010.*

Sustainability

Continuous improvement has been a focus of the high school reform issue since the beginning of Smaller Learning Communities in 2006. As an annual part of this improvement process, academy teams develop budgets, calendars and action plans to assess the gaps in human capital, facilities, professional development, and operational expenses, needed to fully implement rigorous, relevant programs of study that will prepare students for college, career and life. Workforce and Economic Trend Information will provide guidance and input to ensure the readiness of academy graduates.

The District and community partners will need to assist in providing adequate resources to address the gaps as they arise. Possible Resources include:

- Government and Private Sector Grants
- Community Investment (time and resources)
- Local and National Foundations
- Public Donations
- Professional Organizations
- PTSOs and Alumni Associations
- Advocacy groups

Community Support Structures

The support of the community has positively impacted the foundation for success that academies have already achieved. The following groups provide support structures that facilitate the implementation of The Academies of Nashville:

Alignment Nashville is an organization whose mission is to bring community organizations and resources into alignment so that their coordinated support of Nashville's youth has a positive impact on public school success, children's health, and the success of our community as a whole.

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The Nashville Alliance for Public Education serves as the vehicle for the generosity of organizations and individuals who believe our public schools are the heart of our community to help build broader and deeper community engagement in public education, and to encourage individuals, businesses and neighborhoods to take ownership of our city's public schools. Working in partnership with Metro Nashville Public Schools, the Nashville Alliance identifies areas of need and directs private resources to accelerate academic achievement.

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The Nashville Area Chamber of Commerce recognizes that today's students are tomorrow's work force and has made improvement of public education its number-one priority. The overarching mission of the Chamber's education department is to help ensure 100 percent success for all Metro public school students. Through a variety of programs and initiatives, the Chamber works to engage the community at large in public education and create opportunities for business leaders to participate. The Academies of Nashville Partnership Councils are staffed and run by the Chamber.

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Mayor's Office of Children and Youth works in partnership with public and private entities to ensure that all of Nashville's children are healthy, safe, successful in school, and connected to caring adults, allowing them the opportunity to contribute to the progress of our city.

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PENCIL Foundation links community resources of both volunteers and materials with Metro Nashville Public Schools. PENCIL administers eight educational programs that involve the community as volunteers and mentors, provide academic enrichment opportunities, prepare students for graduation and get school supplies in the hands of children who need them. Academy Partnerships are facilitated and tracked through the PENCIL Foundation.

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Part 2. Five-year Plan for The Academies of Nashville

The Academies of Nashville Five-year Plan Process and Outline:

The Five-year Plan for the implementation and sustainability of The Academies of Nashville has been a community effort. A subcommittee of The Director of Schools' High School Transformational Leadership Group was tasked with writing the plan. This subcommittee included the following individuals:

- Shatrina Cathey, MNPS Teacher, McGavock High School
- Marlaina Hawks, MNPS Parent of Antioch High School student
- Melissa Harkreader, Assistant Principal, Cane Ridge High School
- Starr Herrman, Director of Smaller Learning Communities, MNPS
- Marc Hill, Chief Education Officer, Nashville Area Chamber of Commerce
- Melissa Jagers, Associate Director, Alignment Nashville
- Kevin Koster, MNPS Teacher, McGavock High School
- Chelsea Parker, Director of Business Engagement in Education, Nashville Area Chamber of Commerce
- Bill Rochford, Director Client and Community Relations, Vanderbilt University Medical Center
- Jay Steele, Associate Superintendent of High Schools, MNPS
- Ellen Zinkiewicz, Director of Youth and Community Services, Nashville Career Advancement Center

The plan was adopted by the entire TLG on July 19th and is scheduled for presentation to the Metropolitan Board of Public Education for approval on September 14th.

The plan has been written in chart form in three major sections based on the three pillars of Next Generation Learning as determined by the research of the Ford Partnership for Advanced Studies: Transforming Teaching & Learning, Redesigning High Schools, and Sustaining Change through Business & Civic Leadership. Below is an outline for the plan that includes a description for each of the categories covered by the three pillars. Each category contains a series of related Goals. Each Goal contains multiple action steps, the measurable outcomes associated with each, the parties responsible for their completion, a start date, an end date and a timeline for when each action step should be fully implemented (with the understanding that most will continue in an ongoing basis).

1. TRANSFORMING TEACHING AND LEARNING

At the heart of transforming teaching and learning are the academy teachers and their participation in a professional learning community committed to transformation of curriculum, instruction and assessment. Transformed teaching and learning will be Learner Centered, Knowledge Centered, and Assessment Centered with the context of Community.

Professional Development - All academy teachers, professional staff and administrators will have an individualized learning plans based on their needs assessment and a common core of academy-related competencies.

Curriculum - A rigorous, relevant curriculum will be in place that prepares students to be college and career ready, starting with ninth grade preparation for success in the academy of their choice.

Instruction - Inquiry based, project based learning will be an integral part of instruction that includes strategies for differentiated instruction and usage of instructional technology and is based on data on students and careers.

Student Assessment - Assessment strategies will be incorporated to ensure that students are college and career ready.

Use of Data - Teaching and learning will be data driven.

2. REDESIGNING HIGH SCHOOLS

In redesigned high schools, student choice will be a priority, in both the availability of and access to high-quality academies which provide preparation for success in college and career. Academy staff will form professional learning communities and partner with business and the community in the acquisition and use of resources necessary for success of the academy. Expectations for high school redesign will be set and supported by both the District and the community.

MNPS Ownership and Clear Understanding of Roles - For academy implementation to be successful, all parties in MNPS will need to have clear understanding of their roles and responsibilities, action steps, timelines and outcomes.

Student Choice - All students will have the opportunity to belong to a small personalized learning community of their choice, to be engaged around their interests and to learn in an environment where relationships are valued.

Structure and Staffing - All academies will be structured and staffed to support small personalized learning communities. Academies will have assigned principals, counselors, advisors and teams of teachers who work to provide supports for students within the academies throughout their high school experience.

Technology and Data - Technology, infrastructure and data and associate training will be available and in place to support instructional technology, interventions for student performance and teachers' work in professional learning communities.

Facilities - Academies will have adequate, dedicated and identifiable facilities within the school campus or community.

Marketing/Communication - A marketing and communication plan will be in place to effectively and consistently communicate the goals and processes of the Academies of Nashville to all segments of the community.

3. BUILDING AND SUSTAINING COMMUNITY LEADERSHIP AND SUPPORT

Building and sustaining community leadership and support will require creating and sustaining a master plan for the Academies of Nashville, where all stakeholders are mutually accountable for its successful implementation. Business and the broader community will be aware and engaged in aligning these academies with skilled workforce priorities.

Business Engagement and Supports - A structure will be in place to provide academy support at the school, district and community levels.

Parent & Family Involvement - Parents and family will be actively engaged and educated about academy choice, the performance of their students and the impact on the future.

Post-Secondary Connection - Post-Secondary partners will ensure future teachers and administrators are prepared to work within the academy model and will support student success through dual credit and dual enrollment at their institutions.

“Whole Child” Student Supports - Social and emotional resources are in place to support the whole child.

Marketing and Communication - Successful marketing and communication strategies will promote community understanding and ownership of the academies.

Academies of Nashville Outcomes

- Each academy graduate achieves at least a 21 composite score on the ACT
- Each academy will have a graduation rate of 90%.
- The attendance rate for each academy will be 95%.
- All students within an academy will earn at least 7 credits per year toward graduation.
- 80% of academy graduates enroll in postsecondary education and training.
- Every academy student graduates with postsecondary credit and/or industry certification.
- Every freshman academy student develops a 10-year plan updated annually through advisory and school counseling.

GOAL 1 of 3: TRANSFORMING TEACHING AND LEARNING: At the heart of transforming teaching and learning are the academy teachers and their participation in a professional learning community committed to transformation of curriculum, instruction and assessment. Transformed teaching and learning will be Learner Centered, Knowledge Centered, and Assessment Centered with the context of Community.

Strategies	Action Steps (objectives)	Measurable Outcomes	Lead Person(s) / Team	Start Date	End Date	Yearly Goals
PROFESSIONAL DEVELOPMENT: All academy teachers, professional staff and administrators will have an individualized learning plans based on their needs assessment and a common core of academy-related competencies.						
The district will develop and implement a program of professional development with a common core based upon the three strands of the Ford PAS Next Generation Learning Community for all academy teachers, professional staff and administrators.	<ul style="list-style-type: none"> • All school administrators will be trained in the organization, administration and operation of the academy structure. • Work with schools to conduct needs assessment based on an annual analysis of student achievement, academy team needs, and partnership data • Prioritize professional development offerings • Develop offerings and trainings based on academy team input • Develop assessment of effectiveness of offerings • Determine best format for professional development offerings • Ensure all teachers have access to participate in one online professional development class per year • Provide key academy personnel with training in the Assessment of Instruction • Academy professional development offerings will incorporate training in meeting the needs of students with special needs and English Language Learners 	<ul style="list-style-type: none"> • Electronic Registration Online (ERO) reflects that all school administrators will be trained in the organization, administration and operation of the academy structure. • Annual assessment of needs and existing offerings is reflected in School Improvement Plans • Published professional development program is offered based on needs assessment and common core • Review of Electronic Registration Online (ERO) reflects availability of online professional development classes • Electronic Registration Online (ERO) reflects that Assistant principals and team leaders received professional development in assessing instruction • Each academy is nationally accredited 	Executive Director of Instruction, Executive Principals, Assistant Principals, Academy Coaches, Instructional Coaches, Director of Exceptional Education, Director of ELL	July 1, 2010	June 30, 2011	<ul style="list-style-type: none"> • Year 1: All school administrators will be trained in the organization, administration and operation of the academy structure. • Year 1: Work with schools to conduct needs assessment based on an annual analysis of student achievement, academy team needs, and partnership data • Year 1: Prioritize professional development offerings • Year 1: Develop offerings and trainings based on academy team input • Year 1: Develop assessment of effectiveness of offerings • Year 1: Determine best format for professional development offerings • Year 1: Ensure all teachers have access to participate in one online professional development class per year • Year 1: Provide key academy personnel with training in the Assessment of Instruction • Year 1: Academy professional development offerings will incorporate training in meeting the needs of students with special needs and English Language Learners

FIVE-YEAR STRATEGIC PLAN FOR THE ACADEMIES OF NASHVILLE

Strategies	Action Steps (objectives)	Measurable Outcomes	Lead Person(s) / Team	Start Date	End Date	Yearly Goals
PROFESSIONAL DEVELOPMENT: All academy teachers, professional staff and administrators will have an individualized learning plans based on their needs assessment and a common core of academy-related competencies.						
Each academy plans, schedules and delivers professional development for administrators, teachers, and staff.	<ul style="list-style-type: none"> All academy teachers will be trained in the organization and operation of the academy structure. Deliver training in the operation of highly functioning teams and Professional learning Communities (PLCs) Conduct individual and team needs assessments based on the National Standards of Practice as outlined by the National Career Academy Coalition Professional development offerings are prioritized, scheduled and delivered Develop assessment of effectiveness of professional development plan Professional Learning Communities (PLCs) provide a context for planning and implementing professional development 	<ul style="list-style-type: none"> Electronic Registration Online (ERO) reflects that all academy teachers are trained in academy organization and structure Annual assessment of needs and existing offerings is reflected in School Improvement Plan Electronic Registration Online (ERO) reflects participation in professional development based on plan An internal or external audit based on the National Standards of Practice confirms appropriate professional development scheduling and delivery 	Academy teachers, Academy Leads, Executive Principals, Assistant Principals, Academy Coaches	Fall, 2010	Spring 2012	<ul style="list-style-type: none"> Year 1: All academy teachers will be trained in the organization and operation of the academy structure. Year 1: Deliver training in the operation of highly functioning teams and Professional learning Communities (PLCs) Year 1: Conduct individual and team needs assessments based on the National Standards of Practice as outlined by the National Career Academy Coalition Year 1: Professional development offerings are prioritized, scheduled and delivered Year 2: Develop assessment of effectiveness of professional development plan Year 2: Professional Learning Communities (PLCs) provide a context for planning and implementing professional development
Teachers are responsible for the continuous improvement of their certifications, licensure, instructional strategies, content, methods and use of technology.	<ul style="list-style-type: none"> Develop annual individualized professional development plans based on school data and teacher evaluations annually Evaluate teachers based on progress of individualized professional development plans 	<ul style="list-style-type: none"> Documentation of needs assessment Individualized Professional Development plans are executed Employment files reflect teachers have credentials required to offer professional certifications to academy students 	Teachers, Assistant Principals, Executive Principals	Spring 2011	Spring 2014	<ul style="list-style-type: none"> Year 3: Develop annual individualized professional development plans based on school data and teacher evaluations annually Year 4: Evaluate teachers based on progress of individualized professional development plans
Teachers are prepared to work with business and community partners for their roles as academy advisors, advocates, speakers, hosts, mentors, and/or sponsors.	<ul style="list-style-type: none"> Develop guidelines for working with business and community partners Offer workshops and trainings to prepare teachers to work with business and community Designate a portion of in-service time to prepare teachers for working with business and community partners 	<ul style="list-style-type: none"> Electronic Registration Online (ERO) reflects that workshops and trainings are offered and taken Documentation of in-service time reflects preparation of teachers to work with business and community partners Guidelines for working with business and community partners are provided 	Executive Director of Instruction, Director of Smaller Learning Communities, Executive Principals, Academy Coaches, Chamber of Commerce, Pencil Foundation, Alignment Nashville, Community Partners	July 1, 2011	June 30, 2011	<ul style="list-style-type: none"> Year 1: Develop guidelines for working with business and community partners Year 1: Offer workshops and trainings to prepare teachers to work with business and community Year 1: Designate a portion of in-service time to prepare teachers for working with business and community partners

FIVE-YEAR STRATEGIC PLAN FOR THE ACADEMIES OF NASHVILLE

Strategies	Action Steps (objectives)	Measurable Outcomes	Lead Person(s) / Team	Start Date	End Date	Yearly Goals
PROFESSIONAL DEVELOPMENT: All academy teachers, professional staff and administrators will have an individualized learning plans based on their needs assessment and a common core of academy-related competencies.						
District provides training on necessary technology tools to be used for communication, collaboration, and coordination.	<ul style="list-style-type: none"> Offer training on the use of collaborative technology Incorporate effective use of technology into professional development program 	<ul style="list-style-type: none"> Electronic Registration Online (ERO) reflects that technology workshops and trainings are offered and taken Teacher evaluations reflect mastery of the use of technology Technology is regularly used in communication and collaboration with business and community partners 	Executive Director of Instruction, Executive Director of Instructional Technology, Technology Coaches, Teachers	July 1, 2010	June 30, 2012	<ul style="list-style-type: none"> Year 2: Offer training on the use of collaborative technology Year 2: Incorporate effective use of technology into professional development program

Strategies	Action Steps (objectives)	Measurable Outcomes	Lead Person(s) / Team	Start Date	End Date	Yearly Goals
CURRICULUM: A rigorous, relevant curriculum will be in place that prepares students to be college and career ready, starting with ninth grade preparation for success in the academy of their choice.						
A sequenced program of study is developed, approved and maintained for each pathway within an academy.	<ul style="list-style-type: none"> Develop, review and approve programs of study annually that meet or exceed State Board of Education standards Review and approve requested changes to programs of study through the Program of Study Committee Review and utilize curriculum pacing guides to direct instruction and assessment 	<ul style="list-style-type: none"> Annual review of all programs of study by the Executive Director of Instruction Proposed changes are either approved or denied by the Program of Study Committee Approved programs of study provide opportunities for dual credit, dual enrollment, and/or industry certifications Each student graduates with at least one college credit and/or nationally recognized professional certification Approved programs of study incorporate service or work-based learning, internships, and/or capstone projects All courses utilize curriculum pacing guides 	The Executive Director of Instruction, The Program of Study Committee, Executive Principal	July 1, 2010	Ongoing	<ul style="list-style-type: none"> Done Year 1: Develop, review and approve programs of study annually that meet or exceed State Board of Education standards Done Year 1: Review and approve requested changes to programs of study through the Program of Study Committee Year 2 and Ongoing: Review and utilize curriculum pacing guides to direct instruction and assessment

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Strategies	Action Steps (objectives)	Measurable Outcomes	Lead Person(s) / Team	Start Date	End Date	Yearly Goals
CURRICULUM: A rigorous, relevant curriculum will be in place that prepares students to be college and career ready, starting with ninth grade preparation for success in the academy of their choice.						
Curriculum is rigorous and meets college-entry and career-readiness requirements.	<ul style="list-style-type: none"> Embed 21st Century Skills in curriculum Ensure the academy curriculum meets or exceeds State Board of Education and professional certification standards. Integrate strategies for preparing students for college and career assessments into curriculum Embed literacy, numeracy and technological and socio-emotional competency throughout curriculum for all students Promote and include accelerated options 	<ul style="list-style-type: none"> Assessments indicate student proficiency in 21st Century Skills 100% of students meet end of course requirements All demographic subgroups make annual progress towards meeting end of course requirements 100% of graduates obtain at least a 21 composite score on the ACT Literacy, numeracy and technological literacy are reflected in students' individualized learning plans Accelerated options are communicated and promoted in all academies 	Executive Director of Instruction, Curriculum Coordinators, Executive Principals, The Academies of Nashville Partnership Councils, Instructional Coaches, Director of Exceptional Education, Director of ELL	July 1, 2010	Ongoing	<ul style="list-style-type: none"> Year 1 Ongoing: Promote and include accelerated options Year 2: Ensure the academy curriculum meets or exceeds State Board of Education and professional certification standards. Year 2: Integrate strategies for preparing students for college and career assessments into curriculum Year 2: Embed literacy, numeracy and technological and socio-emotional competency throughout curriculum for all students Year 3: Embed 21st Century Skills in curriculum
Curriculum is project-based, integrated and focused around a relevant theme.	<ul style="list-style-type: none"> Provide professional development to all teacher teams on how to create and use interdisciplinary, project-based curricula Create interdisciplinary, project-based curricula through academy team collaboration Ensure teachers maintain the relevancy of course content through external input 	<ul style="list-style-type: none"> Each teacher team posts at least one interdisciplinary, project-based curriculum unit online Each trained teacher team implements at least one online curriculum unit into their academy Team minutes reflect creation of interdisciplinary, project-based curricula 	Academy coaches, MNPS Instructional Technology Department, MNPS Leading & Learning, Executive Principals	June 2010	Ongoing	<ul style="list-style-type: none"> Year 1 Ongoing: Create interdisciplinary, project-based curricula through academy team collaboration Year 4: Provide professional development to all teacher teams on how to create and use interdisciplinary, project-based curricula Year 4 Ongoing: Ensure teachers maintain the relevancy of course content through external input
Prepare ninth grade students to succeed in the academy curriculum	<ul style="list-style-type: none"> Ensure Freshman Seminar and AVID provide students with career and college exploration, 21st Century Skills, budgeting, goal setting, study skills, planning and time management Integrate My Ten Year Plan, and Career Exploration Fair preparation into 9th grade AVID class Ensure Freshman Advisory provides students with information regarding credits, transcripts and programs of study 	<ul style="list-style-type: none"> All first-time ninth graders participate in a freshman academy transition course (Freshman seminar or AVID) Each 9th grade student completes a ten year plan for college and career Each 9th grade student earns at least seven credits 	Freshman Academy Assistant Principal, AVID Director, Associate Superintendent of High Schools	July 1, 2010	Ongoing	<ul style="list-style-type: none"> Year 1: Integrate My Ten Year Plan, and Career Exploration Fair preparation into 9th grade AVID class Year 1 Ongoing: Ensure Freshman Advisory provides students with information regarding credits, transcripts and programs of study Year 2 Ongoing: Ensure Freshman Seminar and AVID provide students with career and college exploration, 21st Century Skills, budgeting, goal setting, study skills, planning and time management

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Strategies	Action Steps (objectives)	Measurable Outcomes	Lead Person(s) / Team	Start Date	End Date	Yearly Goals
INSTRUCTION: Inquiry based, project based learning will be an integral part of instruction that includes strategies for differentiated instruction and usage of instructional technology and is based on data on students and careers.						
Teachers engage students in learning that is connected to the academy focus and their own lives	<ul style="list-style-type: none"> Utilize the following instructional methods: <ul style="list-style-type: none"> ✓ Inquiry based ✓ Project based ✓ Contextual ✓ Performance based ✓ Problem-based ✓ Technology-integrated Integrate community speakers, field trips, job shadowing experiences, mentorships, student internships and community service opportunities into classroom instruction Foster a learning environment where teachers serve as facilitator and coach of student learning in all academies Model the 21st Century Skills necessary for college and career readiness through classroom instruction 	<ul style="list-style-type: none"> Annual teacher evaluation reflects usage of engaging instructional methods and the integration of 21st Century Skills in classroom instruction Student's My10YearPlan.com includes artifacts of student performance Academy Community Investment Report reflects community engagement with students and teachers Student surveys reflect engaged learning 	Executive Principals, Assistant Principals, Team Leaders, Academy Coaches, Academy Teachers	July 1, 2010	June 30, 2014	<ul style="list-style-type: none"> Year 3: Integrate community speakers, field trips, job shadowing experiences, mentorships, student internships and community service opportunities into classroom instruction Year 4 Ongoing: Utilize the following instructional methods: <ul style="list-style-type: none"> ✓ Inquiry based ✓ Project based ✓ Contextual ✓ Performance based ✓ Problem-based ✓ Technology-integrated Year 4: Foster a learning environment where teachers serve as facilitator and coach of student learning in all academies Year 4: Model the 21st Century Skills necessary for college and career readiness through classroom instruction
Teachers differentiate instruction to meet the needs of individual students	<ul style="list-style-type: none"> Differentiate instruction through the use of formative and summative assessments in all classes Provide all academy teachers with co-teaching and inclusion strategies Provide all teachers with professional development in differentiated instruction Perform timely academic interventions through teacher teams 	<ul style="list-style-type: none"> An electronic portfolio of skills for college or career is maintained for each student as evidence of differentiated instruction meeting the needs of students Electronic Registration Online (ERO) reflects that all teachers received professional development in differentiated instruction and formative and summative assessment Lesson plans and teacher evaluations reflect the use of differentiated instruction Team meeting minutes reflect timely and individualized student interventions and use of formative and summative assessment data 	Executive Director of Instruction, Assistant Principals, Teacher Team Leaders, Academy Teachers, Instructional Coaches, Director of Exceptional Education, Director of ELL	July 1, 2010	June 30, 2014	<ul style="list-style-type: none"> Year 2: Perform timely academic interventions through teacher teams Year 4: Differentiate instruction through the use of formative and summative assessments in all classes Year 4: Provide all academy teachers with co-teaching and inclusion strategies Year 4: Provide all teachers with professional development in differentiated instruction

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Strategies	Action Steps (objectives)	Measurable Outcomes	Lead Person(s) / Team	Start Date	End Date	Yearly Goals
INSTRUCTION: Inquiry based, project based learning will be an integral part of instruction that includes strategies for differentiated instruction and usage of instructional technology and is based on data on students and careers.						
Instructional technologies are integral to academy classroom instruction.	<ul style="list-style-type: none"> Provide all teachers with professional development in the use of instructional technology Enhance the rigor and relevance of classroom instruction for all students through the proper application and use of technology Create instructional technology plans that support academy instructional methods 	<ul style="list-style-type: none"> Electronic Registration Online (ERO) reflects that all teachers received professional development in the use of instructional technologies Teacher evaluations reflect the effective use of instructional technology in the classroom Instructional Technology infrastructure is present in all academies 	Executive Director of Instruction, Executive Director of Instructional Technology, Assistant Principals, Teachers, Instructional Coaches, Director of Exceptional Education, Director of ELL	July 1, 2010	June 30, 2014	<ul style="list-style-type: none"> Year 2: Create instructional technology plans that support academy instructional methods Year 3: Provide all teachers with professional development in the use of instructional technology Year 4: Enhance the rigor and relevance of classroom instruction for all students through the proper application and use of technology
Common planning time is used by academy teams to continually improve instruction.	<ul style="list-style-type: none"> Provide all academy teachers with common planning time within the regular high school schedule Use common planning time to impact instruction through: <ul style="list-style-type: none"> Review of shared-student data Identification of academic interventions Development of multi-disciplinary integrated curriculum units Sharing of successful practices Removal of barriers to student academic success 	<ul style="list-style-type: none"> Teacher team meeting minutes reflect the use of common planning time to address issues that impact instruction School's master schedule reflects regular common planning time for individual academy teams 	Assistant Principals, Academy Coaches, Academy Team Leaders, Academy Teachers	July 1, 2010	June 30, 2012	<ul style="list-style-type: none"> Year 1: Provide all academy teachers with common planning time within the regular high school schedule Year 2: Use common planning time to impact instruction through: <ul style="list-style-type: none"> Review of shared-student data Identification of academic interventions Development of multi-disciplinary integrated curriculum units Sharing of successful practices Removal of barriers to student academic success

	Action Steps (objectives)	Measurable Outcomes	Lead Person(s) / Team	Start Date	End Date	Yearly Goals
STUDENT ASSESSMENT: Assessment strategies will be incorporated to ensure that students are college and career ready.						
Employ formative assessment to assess student learning and guide instruction.	<ul style="list-style-type: none"> Ensure that formative assessment is a part of the common core of professional development for teachers Provide professional development for teachers in the purpose and use of formative assessment Use formative assessment as an integral part of instruction and academic intervention 	<ul style="list-style-type: none"> Electronic Registration Online (ERO) reflects that all teachers received professional development in formative assessment Teacher evaluation process reflects the appropriate employment of formative assessments 	Executive Director of Instruction, Assistant Principals, Academy Team Leaders, Academy Teachers	July 1, 2010	June 30, 2013	<ul style="list-style-type: none"> Year 2: Ensure that formative assessment is a part of the common core of professional development for teachers Year 2: Provide professional development for teachers in the purpose and use of formative assessment Year 3: Use formative assessment as an integral part of instruction and academic intervention

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	Action Steps (objectives)	Measurable Outcomes	Lead Person(s) / Team	Start Date	End Date	Yearly Goals
STUDENT ASSESSMENT: Assessment strategies will be incorporated to ensure that students are college and career ready.						
Assess student mastery of 21 st century skills as outlined in www.21stCenturySkills.org .	<ul style="list-style-type: none"> Determine appropriate assessments for 21st century skills Establish a consistent rubric that can be used in both school and community-based settings Include 21st Century Skill mastery in student report cards Ensure that assessment of 21st century skills is a part of the common core of professional development for teachers 	<ul style="list-style-type: none"> Appropriate assessments for 21st Century Skills are developed and shared across school district and community organizations Student report cards reflect mastery of 21st Century Skills Electronic Registration Online (ERO) reflects that all teachers received professional development in the assessment of 21st Century Skills 	Associate Superintendent of High Schools, Executive Director of Instruction, Director of Enterprise Development and Support (IT), Executive Director of Research, Assessment and Evaluation, and Teachers	July 1, 2010	June 30, 2015	<ul style="list-style-type: none"> Year 2: Determine appropriate assessments for 21st century skills Year 2: Establish a consistent rubric that can be used in both school and community-based settings Year 2: Ensure that assessment of 21st century skills is a part of the common core of professional development for teachers Year 5: Include 21st Century Skill mastery in student report cards
All students are provided uniform access to assessment for college and career readiness.	<ul style="list-style-type: none"> Ensure PLAN is required of all 10th graders Ensure ACT is required of all high school students Ensure professional certifications are accessible to all qualified students within each career pathway 	<ul style="list-style-type: none"> Student cumulative record indicates that students have taken PLAN and ACT Every pathway provides access to an industry certification for all qualified students without regard to ability to pay 	School Counseling, Executive Director of Research, Assessment and Evaluation, CEO Champions	July 1, 2010	June 30, 2015	<ul style="list-style-type: none"> Done Year 1: Ensure PLAN is required of all 10th graders Done Year 1: Ensure ACT is required of all high school students Year 5: Ensure professional certifications are accessible to all qualified students within each career pathway
Subject grade reflects student mastery of corresponding state standards.	<ul style="list-style-type: none"> Integrate standards-based grading as a part of the common core of professional development for teachers Adjust the report card to reflect a standards-based model Use standards-based grading in all classes Make accommodations to instruction and assessment based on student's IEP, as appropriate 	<ul style="list-style-type: none"> Electronic Registration Online (ERO) reflects that all teachers received professional development in standards-based grading Student report cards reflect mastery of state standards Teacher evaluation process reflects use of standards-based grading 	Associate Superintendent of High Schools, Executive Director of Research, Assessment and Evaluation, Executive Director of Instruction, Director of Enterprise Development and Support (IT), Director of Exceptional Education	July 1, 2010	June 30, 2015	<ul style="list-style-type: none"> Year 1: Make accommodations to instruction and assessment based on student's IEP, as appropriate Year 3: Integrate standards-based grading as a part of the common core of professional development for teachers Year 3: Use standards-based grading in all classes Year 5: Adjust the report card to reflect a standards-based model

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Strategies	Action Steps (objectives)	Measurable Outcomes	Lead Person(s) / Team	Start Date	End Date	Yearly Goals
USE OF DATA- Teaching and learning will be data driven.						
Relevant and available data is being sourced from all aspects of student life.	<ul style="list-style-type: none"> Identify sources of relevant and available data Incorporate relevant school and community data into the data warehouse Set up processes and procedures for collecting & maintaining data through the data warehouse 	<ul style="list-style-type: none"> Timely and accurate reports are generated that reflect school and community data 	Director of Enterprise Development and Support (IT)	July 1, 2010	June 30, 2012	<ul style="list-style-type: none"> Year 1: Identify sources of relevant and available data Year 1: Set up processes and procedures for collecting & maintaining data through the data warehouse Year 2: Incorporate relevant school and community data into the data warehouse
Student data support aggregation and analysis at the individual student, academy, high school, and district levels.	<ul style="list-style-type: none"> Ensure that consistent collection and coding of data supports aggregation of data at the individual, academy, high school, and district levels Create a district process for maintaining Program Manager and implement it within each school 	<ul style="list-style-type: none"> Program Manager reflects accurate coding of students by academy Data audit reflects each school maintains accurate and current data Data Warehouse supports the aggregation and analysis of data 	Associate Superintendent of High Schools, Director of Enterprise Development and Support (IT), Executive Principal, Executive Director of Research, Assessment and Evaluation	July 1, 2010	June 30, 2011	<ul style="list-style-type: none"> Year 1: Ensure that consistent collection and coding of data supports aggregation of data at the individual, academy, high school, and district levels Year 1: Create a district process for maintaining Program Manager and implement it within each school
A collection of dashboard reports monitor ongoing academy and student success.	<ul style="list-style-type: none"> Create a CEO Champions dashboard report to monitor district implementation and community support of The Academies of Nashville Create an Academies of Nashville Partnership Councils dashboard report to monitor and inform the continuous improvement of academies within the scope of each council Create an individual academy dashboard report to monitor the success and viability of the academy 	<ul style="list-style-type: none"> CEO Champions dashboard reports are created quarterly Academies of Nashville Partnership Councils dashboard reports are created quarterly Academy Dashboard reports are created quarterly and reviewed by Academy Advisory Boards 	HS TLG/Alignment Nashville High School Committee; Associate Superintendent for High Schools; Academy Coaches; Director of Enterprise Development and Support (IT)	July 1, 2010	December 31, 2010	<ul style="list-style-type: none"> Year 1: Create a CEO Champions dashboard report to monitor district implementation and community support of The Academies of Nashville Year 1: Create an Academies of Nashville Partnership Councils dashboard report to monitor and inform the continuous improvement of academies within the scope of each council Year 1: Create an individual academy dashboard report to monitor the success and viability of the academy

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Strategies	Action Steps (objectives)	Measurable Outcomes	Lead Person(s) / Team	Start Date	End Date	Yearly Goals
USE OF DATA- Teaching and learning will be data driven.						
Individualized student incentives, interventions and instruction are based on data.	<ul style="list-style-type: none"> Ensure all school professional staff are trained in the use of data as included in the common core of professional development Provide all school professional staff with access to the data necessary to take action Ensure teacher teams use data to make decisions during team meetings Use relevant data when scheduling students Use Explore, PLAN, and ACT data to inform interventions for students 	<ul style="list-style-type: none"> Electronic Registration Online (ERO) reflects that all teachers received professional development in the access and use of data Professional staff evaluation process documents use of data for student success Team meeting minutes reflect the use of data to make informed decisions regarding students Graduation and passing rates increase due to proper student scheduling Every student receives a composite score of 21 or higher on the ACT 	Executive Principal, Associate Superintendent of High Schools, Teacher Team Leaders, Academy Assistant Principals, School Counselors, Instructional Coaches, Advisors	July 1, 2010	June 30, 2013	<ul style="list-style-type: none"> Year 1: Provide all school professional staff with access to the data necessary to take action Year 1: Use relevant data when scheduling students Year 2: Ensure all school professional staff are trained in the use of data as included in the common core of professional development Year 2: Use Explore, PLAN, and ACT data to inform interventions for students Year 3: Ensure teacher teams use data to make decisions during team meetings

GOAL 2 of 3: REDESIGNING HIGH SCHOOLS: In redesigned high schools, student choice will be a priority, in both the availability of and access to high-quality academies which provide preparation for success in college and career. Academy staff will form professional learning communities and partner with business and the community in the acquisition and use of resources necessary for success of the academy. Expectations for high school redesign will be set and supported by both the District and the community.

Strategies	Action Steps (objectives)	Measurable Outcomes	Lead Person(s) / Team	Start Date	End Date	Yearly Goals
MNPS OWNERSHIP AND CLEAR UNDERSTANDING OF ROLES: For academy implementation to be successful, all parties in MNPS will need to have clear understanding of their roles and responsibilities, action steps, timelines and outcomes.						
The Director of Schools ensures the success of MNPS Academies.	<ul style="list-style-type: none"> Hires and supports an Associate Superintendent of High Schools who ensures success of Academies in MNPS Supports an appropriate staffing formula to ensure adequate staffing for the SLC model 	<ul style="list-style-type: none"> The success of The Academies of Nashville is part of the Director of School's evaluation District progress toward the academic goals outlined in the Academy 5-Year plan narrative are documented School staffing is supported by adequate funding and staffing formula 	Director of Schools, Board of Education	July 1, 2009	June 30, 2011	<ul style="list-style-type: none"> Year 1: Board of Education's evaluation Year 1 Ongoing: Supports an appropriate staffing formula to ensure adequate staffing for the SLC model

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Strategies	Action Steps (objectives)	Measurable Outcomes	Lead Person(s) / Team	Start Date	End Date	Yearly Goals
<p>MNPS OWNERSHIP AND CLEAR UNDERSTANDING OF ROLES: For academy implementation to be successful, all parties in MNPS will need to have clear understanding of their roles and responsibilities, action steps, timelines and outcomes.</p>						
<p>The Associate Superintendent of High Schools supports and evaluates principals of high schools with Academies.</p>	<ul style="list-style-type: none"> Review academy annual progress and proposals Advocates within the district senior leadership team for the resources and support academy principals need to be successful. Ensures each school with Academies has a principal that is evaluated based on the success of implementing the Academy 5-Year Plan Creates job descriptions for all academy-related positions Aligns community needs and student interest in determining district academy offerings Determine district-wide professional development needs for Academies and plan for implementation Connect academy programs to middle school tier 	<ul style="list-style-type: none"> Approved Academies have appropriate staffing, funding and scheduling The success of school Academies is part of the Principal's evaluation Documented district progress toward the academic goals outlined in the Academy 5-Year plan narrative Principals and Assistant Principals are trained in the National Standards of Practice 	<p>Associate Superintendent of High Schools</p>	<p>December 1, 2009</p>	<p>June 30, 2014</p>	<ul style="list-style-type: none"> Year 1: Review academy annual progress and proposals Year 1: Advocates within the district senior leadership team for the resources and support academy principals need to be successful. Year 1: Ensures each school with Academies has a principal that is evaluated based on the success of implementing the Academy 5-Year Plan Year 1: Creates job descriptions for all academy-related positions Year 1 Ongoing: Aligns community needs and student interest in determining district academy offerings Year 1: Determine district-wide professional development needs for Academies and plan for implementation Year 4: Connect academy programs to middle school tier
<p>Executive Principals lead academies in their school using the National Standards of Practice embedded in the MNPS 5-year plan for academies.</p>	<ul style="list-style-type: none"> Submit Academy Proposals based on National Standards of Practice, which include current status, progress and plans for upcoming year Assess each academy annually for continuous improvement Facilitate academy professional development plans in coordination with teachers and staff as part of the Professional Learning Community process Hire full time academy coaches in consultation with the Associate Superintendent Lead a Leadership Team in developing a School Improvement Plan (SIP) incorporating progress toward the district's 5 Year Plan for academies Ensures the master schedule maximizes student and teacher purity at the academy level 	<ul style="list-style-type: none"> Submission of academy proposals at academy level Electronic Registration Online (ERO) reflects that all teachers and professional staff receive professional development in the implementation of the Academy 5-Year Plan Each academy awarded accreditation by the National Career Academy Coalition Each academy submits documented progress toward the academic goals outlined in the Academy 5-year plan narrative as part of the annual academy proposal process Teachers are semi-annually assessed for mastery of professional development trainings and plans for continuous improvement School Improvement Plan aligns with the district's 5-year plan for Academies Academies attain at least 80% student scheduling purity 	<p>High School Principals</p>	<p>July 1, 2010</p>	<p>June 30, 2011</p>	<ul style="list-style-type: none"> Year 1: Submit Academy Proposals based on National Standards of Practice, which include current status, progress and plans for upcoming year Year 1: Assess each academy annually for continuous improvement Year 1: Facilitate academy professional development plans in coordination with teachers and staff as part of the Professional Learning Community process Year 1: Hire full time academy coaches in consultation with the Associate Superintendent Year 1: Lead a Leadership Team in developing a School Improvement Plan (SIP) incorporating progress toward the district's 5 Year Plan for academies Year 1: Ensures the master schedule maximizes student and teacher purity at the academy level

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Strategies	Action Steps (objectives)	Measurable Outcomes	Lead Person(s) / Team	Start Date	End Date	Yearly Goals
<p>MNPS OWNERSHIP AND CLEAR UNDERSTANDING OF ROLES: For academy implementation to be successful, all parties in MNPS will need to have clear understanding of their roles and responsibilities, action steps, timelines and outcomes.</p>						
<p>Assistant principals serve as academy administrators and evaluators.</p>	<ul style="list-style-type: none"> Assign assistant principals to individual academies, the associated teachers and students Ensure the success of their assigned academy and educate academy teams on the National Standards of Practice and the district 5-year academy plan Participate in team meetings and ensure team effectiveness Evaluate the teachers on the academy teams Support the development and implementation of rigor, relevance and relationships in academy themes. Employ academy assistant principals on a 12-month basis 	<ul style="list-style-type: none"> The school Organizational Chart reflects Assistant Principal assignments Each assigned academy awarded accreditation by the National Career Academy Coalition Each assigned academy submits documented progress toward the academic goals outlined in the Academy 5-year plan narrative as part of the annual academy proposal process All teacher evaluations are completed annually with teacher input and reflection Annual collective bargaining agreement reflects employment on a 12-month basis 	<p>Assistant Principals, Associate Superintendent of High Schools</p>	<p>August 2010</p>	<p>June 30, 2012</p>	<ul style="list-style-type: none"> Year 1: Assign assistant principals to individual academies, the associated teachers and students Year 1: Ensure the success of their assigned academy and educate academy teams on the National Standards of Practice and the district 5-year academy plan Year 1: Participate in team meetings and ensure team effectiveness Year 1: Evaluate the teachers on the academy teams Year 1: Support the development and implementation of rigor, relevance and relationships in academy themes. Year 2: Employ academy assistant principals on a 12-month basis
<p>Academy Coaches support the development and implementation of rigor, relevance and relationships in academy themes.</p>	<ul style="list-style-type: none"> Coordinate the school's interaction between academy partners and their academies Coordinate the modification and enrichment of academy curriculum to fully implement academy themes in coordination with business/post-secondary partners and instructional coaches Collect and report data on community and business involvement in their academies Monitor teacher team development of enrichment and community investment activities Coordinate work-based learning experiences for students and teachers Market academy programs to feeder middle schools Employ Academy Coaches on a 12-month basis Ensure that each teacher team within the academy meets weekly during common planning time 	<ul style="list-style-type: none"> Academy coaches represent their academies at 75% of Partnership Council meetings and report on academy progress and needs. All Academies provide the opportunity to participate in post-secondary credit and professional certifications. Academy community investment report reflects curriculum enrichment as a result of community involvement. Academy Budget, Calendar, and Action Plan are based on data analysis, and incorporate business and community partnerships into Program of Study for each academy. Annual collective bargaining agreement reflects employment on a 12-month basis Teacher team minutes reflect weekly meetings 	<p>Academy Coaches, Associate Superintendent of High Schools</p>	<p>July 1, 2010</p>	<p>June 30, 2013</p>	<ul style="list-style-type: none"> Year 1: Coordinate the school's interaction between academy partners and their academies Year 3: Coordinate the modification and enrichment of academy curriculum to fully implement academy themes in coordination with business/post-secondary partners and instructional coaches Year 1: Collect and report data on community and business involvement in their academies Year 1: Monitor teacher team development of enrichment and community investment activities Year 1: Coordinate work-based learning experiences for students and teachers Year 1: Employ Academy Coaches on a 12-month basis Year 1: Ensure that each teacher team within the academy meets weekly during common planning time Year 2: Connect academy programs to feeder middle schools

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Strategies	Action Steps (objectives)	Measurable Outcomes	Lead Person(s) / Team	Start Date	End Date	Yearly Goals
<p>MNPS OWNERSHIP AND CLEAR UNDERSTANDING OF ROLES: For academy implementation to be successful, all parties in MNPS will need to have clear understanding of their roles and responsibilities, action steps, timelines and outcomes.</p>						
<p>Teacher Team Leaders sustain a system of highly functioning academy teams to promote student achievement.</p>	<ul style="list-style-type: none"> • Lead teams by developing agendas for weekly meetings that support student achievement, parental involvement, and shared professional development • Develop and implement integrated, project-based curricula directly related to the academy's focus • Facilitate the development and submission of enrichment activities and community investment data collection. • Lead academy teams in the use of a pyramid of interventions for students requiring support • Facilitate the professional development of the academy team • Compensate teacher team leaders with a salary supplement for their academy leadership and additional responsibilities • Collaborate with exceptional education, ELL and instructional coach staff as needed to support student success 	<ul style="list-style-type: none"> • Data warehouse and dashboard reports student progress that inform academy improvement • Academy Action Plan is adjusted based on the data • Documentation of common planning time discussions • Implementation of project-based curricula and submission to an online database • Documentation of team interventions for students • Annual collective bargaining agreement reflects salary supplement for teacher team leaders 	<p>Team Leader</p>	<p>August 2010</p>	<p>June 30, 2014</p>	<ul style="list-style-type: none"> • Year 1: Lead teams by developing agendas for weekly meetings that support student achievement, parental involvement, and shared professional development • Year 2: Facilitate the development and submission of enrichment activities and community investment data collection. • Year 2: Lead academy teams in the use of a pyramid of interventions for students requiring support • Year 2: Facilitate the professional development of the academy team (longer term to full implementation) • Year 2: Compensate teacher team leaders with a salary supplement for their academy leadership and additional responsibilities • Year 2: Collaborate with exceptional education, ELL and instructional coach staff as needed to support student success • Year 4: Develop and implement integrated, project-based curricula directly related to the academy's focus

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Strategies	Action Steps (objectives)	Measurable Outcomes	Lead Person(s) / Team	Start Date	End Date	Yearly Goals
<p>MNPS OWNERSHIP AND CLEAR UNDERSTANDING OF ROLES: For academy implementation to be successful, all parties in MNPS will need to have clear understanding of their roles and responsibilities, action steps, timelines and outcomes.</p>						
<p>Academy Teams sustain a culture of team collaboration around developing and implementing integrated curriculum and supporting the success of every student in their academy</p>	<ul style="list-style-type: none"> Assess student progress and staff needs to inform professional development plans, including work-based learning experiences Immerse students in integrated, project-based curricula developed with community partners that reflect the academy's focus and aligns with state and industry standards using the differentiated instruction model Expand teaching and learning to include interaction and curriculum development with the broader community Connect academy teams to community resources for student interventions Meet weekly during common planning time 	<ul style="list-style-type: none"> The community investment report reflects enrichment activities for students. Academy plan reflects integrated curriculum that includes real-world experiences such as guest speakers, job shadowing, field trips and student internships that is reviewed annually. Every teacher team member participates in at least one teacher externship. A minimum of one professional certification is identified for each academy. Electronic Registrar Online (ERO) reflects professional development offerings and attendance. Evidence that integrated curriculum is implemented by the Academy Team Teacher survey results and team minutes reflect awareness of community resources Team meeting minutes reflect weekly meetings 	Academy Team	August 1, 2010	June 30, 2011	<ul style="list-style-type: none"> Year 1: Assess student progress and staff needs to inform professional development plans, including work-based learning experiences Year 1 with partners that have done this, but ongoing: Immerse students in integrated, project-based curricula developed with community partners that reflect the academy's focus and aligns with state and industry standards using the differentiated instruction model Year 1: Expand teaching and learning to include interaction and curriculum development with the broader community Year 1: Connect academy teams to community resources for student interventions Year 1: Meet weekly during common planning time
<p>School Counselors are assigned to Academies</p>	<ul style="list-style-type: none"> Attend team meetings, advisory, scheduling team meetings, and advisory board meetings as appropriate to success of academy students Advise academy students in course selection, postsecondary options, and progress toward graduation Engage post-secondary partners to inform students about options and financial aid in alignment with a structured post-secondary plan 	<ul style="list-style-type: none"> Meeting minutes reflect active participation Documentation of student counseling Engage post-secondary partners to inform students about options and financial aid in alignment with a structured post-secondary plan 	Director of School Counseling	August 2010	June 30, 2012	<ul style="list-style-type: none"> Year 1: Attend team meetings, advisory, scheduling team meetings, and advisory board meetings as appropriate to success of academy students Year 1: Advise academy students in course selection, postsecondary options, and progress toward graduation Year 2: Engage post-secondary partners to inform students about options and financial aid in alignment with a structured post-secondary plan

FIVE-YEAR STRATEGIC PLAN FOR THE ACADEMIES OF NASHVILLE

Strategies	Action Steps (objectives)	Measurable Outcomes	Lead Person(s) / Team	Start Date	End Date	Yearly Goals
STUDENT CHOICE: All students will have the opportunity to belong to a small personalized learning community of their choice, to be engaged around their interests and to learn in an environment where relationships are valued.						
Students select their high school and academy through career awareness.	<ul style="list-style-type: none"> Educate students about educational and career choices by offering freshman transition courses to all first time 9th grade students. Hold an annual career exploration fair for all first time 9th grade students Hold an annual high school showcase for 8th grade students and their families Create a unified district marketing plan for academies with consistent branding and messaging Create a marketing plan for each school including materials to inform and recruit students Host 8th grade parent and student orientations at each school with community and post-secondary partners Recruit middle school students to academies by making connections to middle schools Use Explore data to help inform middle school students of Academies that may interest them 	<ul style="list-style-type: none"> 100% of students at zoned high schools are enrolled in one of their top 2 academy choices. High school selection is conducted online. 100% of 8th grade students participate in the high school showcase and 75% of families attend. 100% of high schools are hosting 8th grade parent and student orientations with community and post-secondary partners. Marketing materials are broadly distributed, available and updated annually. 100% of first-time 9th grade students are enrolled in either freshman seminar or AVID 	District Administration, Principals, Academy Coaches, Academy Teams, Guidance, and Community Partners.	January 1, 2010	June 30, 2013	<ul style="list-style-type: none"> Year 1: Merge AVID and Freshman Seminar class instruction to educate students about educational and career choices by offering freshman transition courses to all first time 9th grade students. Year 1: Hold an annual career exploration fair for all first time 9th grade students Year 1: Create a unified district marketing plan for academies with consistent branding and messaging Year 1: Create a marketing plan for each school including materials to inform and recruit students Year 2: Host 8th grade parent and student orientations at each school with community and post-secondary partners Year 2: Recruit middle school students to academies by making connections to middle schools Year 3: Hold an annual high school showcase for 8th grade students and their families
Academy selection is voluntary and widely available to all students through an application process.	<ul style="list-style-type: none"> Develop an electronic application and process to allow academy choice based on academy focus Provide universal access to academy curriculum for all students Develop a transportation plan to accommodate student choice and mitigate the impact of district mobility Develop recruitment standards to be enforced by the district office Use academy preference data to inform district academy offerings 	<ul style="list-style-type: none"> 100% of students are enrolled in one of their top 2 Academy Choices. 	District Administration and Principals	August 2010	June 30, 2012	<ul style="list-style-type: none"> Year 1: Develop an electronic application and process to allow academy choice based on academy focus Year 1: Provide universal access to academy curriculum for all students Year 1: Develop recruitment standards to be enforced by the district office Year 1: Use academy preference data to inform district academy offerings Year 2: Develop a transportation plan to accommodate student choice and mitigate the impact of district mobility

FIVE-YEAR STRATEGIC PLAN FOR THE ACADEMIES OF NASHVILLE

Strategies	Action Steps (objectives)	Measurable Outcomes	Lead Person(s) / Team	Start Date	End Date	Yearly Goals
STRUCTURE AND STAFFING: All academies will be structured and staffed to support small personalized learning communities. Academies will have assigned principals, counselors, advisors and teams of teachers who work to provide supports for students within the academies throughout their high school experience.						
Academy schedules are consistent across the district, support the academy structure and offer students the opportunity to earn 8 credits per year.	<ul style="list-style-type: none"> Develop a common district wide schedule for all academy high schools Incorporate academy initiatives into the master schedule design Develop a schedule where academy students have the opportunity to take a majority of classes within their academy 	<ul style="list-style-type: none"> A district wide common schedule is adopted for all academy high schools. Academy initiatives are incorporated into the schedule design. A minimum of 4 of 8 possible classes are taken within the academy annually. 	Associate Superintendent, Executive Directors, Executive Principals and master scheduling teams	January 2010	Completed	<ul style="list-style-type: none"> Year 1: Develop a common district wide schedule for all academy high schools Year 1: Incorporate academy initiatives into the master schedule design Year 1: Develop a schedule where academy students have the opportunity to take a majority of classes within their academy

Strategies	Action Steps (objectives)	Measurable Outcomes	Lead Person(s) / Team	Start Date	End Date	Yearly Goals
TECHNOLOGY and DATA: Technology, infrastructure and data and associate training will be available and in place to support instructional technology, interventions for student performance and teachers' work in professional learning communities.						
Data system and structure are in place to collect, track, and report postsecondary and career data	<ul style="list-style-type: none"> Utilize data clearinghouses to obtain postsecondary and high skill, high-demand, and high-wage career information to inform academy improvement 	<ul style="list-style-type: none"> Teachers and staff have access to postsecondary and career data Postsecondary and high skill, high-demand, and high-wage career data are part of each academy's performance metrics 	Director of Assessment and Evaluation	March 1, 2010	September 30, 2011	<ul style="list-style-type: none"> Year 1: Utilize data clearinghouses to obtain postsecondary and high skill, high-demand, and high-wage career information to inform academy improvement
Technology infrastructure supports academy structure and collaborative planning among academy teachers and professional staff.	<ul style="list-style-type: none"> Review and implement the district technology plan annually for alignment with academy needs Integrate whole child data sets into data systems and structures to which teachers and professional staff have access Provide training to teachers and staff in the use of collaborative technology, such as SharePoint 	<ul style="list-style-type: none"> Academy teachers and professional staff have access to the necessary collaborative technology infrastructure. Collaborative online sites reflect team planning and actions High school programs of study accessible as an electronic database 	Director of Information Technology, Director of Facilities and Associate Superintendent	January 1, 2010	June 30, 2013	<ul style="list-style-type: none"> Year 1: Provide training to teachers and staff in the use of collaborative technology, such as SharePoint Year 2: Review and implement the district technology plan annually for alignment with academy needs Year 3: Integrate whole child data sets into data systems and structures to which teachers and professional staff have access
Technology infrastructure supports student mastery of 21 st century skills	<ul style="list-style-type: none"> Provide academy students with access to email, the internet and appropriate hardware/software supported through the academy instructional program Use technology to provide broad access to academy curriculum for all students 	<ul style="list-style-type: none"> Every academy student has an email account and access to 21st century technology during the school day Nashville is a wireless community 	Associate Superintendent of High Schools; Director of Information Technology, Instructional Coaches, Director of Exceptional Education, Director of ELL, Metro Government	August 1, 2010	August 1, 2015	<ul style="list-style-type: none"> Year 1: Pilot student email system Year 2: Provide academy students with access to email, the internet and appropriate hardware/software supported through the academy instructional program Year 5: Use technology to provide broad access to academy curriculum for all students

FIVE-YEAR STRATEGIC PLAN FOR THE ACADEMIES OF NASHVILLE

Strategies	Action Steps (objectives)	Measurable Outcomes	Lead Person(s) / Team	Start Date	End Date	Yearly Goals
FACILITIES: Academies will have adequate, dedicated and identifiable facilities within the school campus or community.						
Academies have adequate, dedicated, and identifiable space	<ul style="list-style-type: none"> • Ensure new and renovated schools are designed and constructed to support the academy model • Reassign classrooms based on academy needs 	<ul style="list-style-type: none"> • High school building specifications reflect academy structure and needs • Academy classrooms are in close proximity to one another • Academies are identifiable and accessible within the school building for students and community partners • School map is posted near the school entrance 	Executive Director of Facilities; Executive principals; Assistant principal	January 1, 2010	September 30, 2010	<ul style="list-style-type: none"> • Year 1 Ongoing: Ensure new and renovated schools are designed and constructed to support the academy model • Year 1: Reassign classrooms based on academy needs

Strategies	Action Steps (objectives)	Measurable Outcomes	Lead Person(s) / Team	Start Date	End Date	Yearly Goals
MARKETING & COMMUNICATION: A marketing and communication plan will be in place to effectively and consistently communicate the goals and processes of the Academies of Nashville to all segments of the community.						
The district has a comprehensive marketing and communications plan to support academies.	<ul style="list-style-type: none"> • Develop a district-wide academy brand, logo, tagline and marketing plan • Develop a district template for academy logos and marketing • Develop a branded identity and marketing plan for each academy consistent with district guidelines • Engage students, parents, business partners, and other academy stakeholders in communicating the mission, vision, and benefits of academies to the broader community • Conduct annual public opinion poll to gauge public awareness and understanding of academies 	<ul style="list-style-type: none"> • District-wide academy brand, logo, tagline and marketing plan designed and implemented • Each academy has a branded identity and marketing plan. • Annual public opinion polling reflects community understanding and awareness of the Academies of Nashville 	Associate Superintendent of High Schools; MNPS communication s department; Nashville Area Chamber of Commerce	February 2010	June 30, 2010	<ul style="list-style-type: none"> • Year 1: Develop a district-wide academy brand, logo, tagline and marketing plan • Year 1: Develop a district template for academy logos and marketing • Year 1: Develop a branded identity and marketing plan for each academy consistent with district guidelines • Year 1 Ongoing: Conduct annual public opinion poll to gauge public awareness and understanding of academies • Year 2: Engage students, parents, business partners, and other academy stakeholders in communicating the mission, vision, and benefits of academies to the broader community
The application process for academies and its implications are clearly communicated to prospective students and families.	<ul style="list-style-type: none"> • Create an online application and documentation process • Introduce the academy offerings and application process in middle school • Communicate the application process through call-outs, internet, mailings, and PTO assistance 	<ul style="list-style-type: none"> • Application process created and in place • Application process available online • Documentation of communication pieces • Parent survey reflects understanding of academy application process 	Associate Superintendent, Communication s Department, Director of Information Technology	October 2010	March 31, 2012	<ul style="list-style-type: none"> • Year 1: Create an online application and documentation process • Year 2: Introduce the academy offerings and application process in middle school • Year 2: Communicate the application process through call-outs, internet, mailings, and PTO assistance

GOAL 3 of 3: BUILDING AND SUSTAINING COMMUNITY LEADERSHIP & SUPPORT: Building and sustaining community leadership and support will require creating and sustaining a master plan for the Academies of Nashville, where all stakeholders are mutually accountable for its successful implementation. Business and the broader community will be aware and engaged in aligning these academies with skilled workforce priorities.

Strategies	Action Steps (objectives)	Measurable Outcomes	Lead Person(s) / Team	Start Date	End Date	Yearly Goals
BUSINESS ENGAGEMENT & SUPPORTS: A structure will be in place to provide academy support at the school, district and community levels.						
Recruit Academy Partners to support student success	<ul style="list-style-type: none"> Commit to working together for at least one school year, working toward a long-term relationship Ensure each Academy Partner designates a Business Partnership Coordinator Create and use an electronic tracking system that reports community investment Serve on the partner school's Academy Advisory Board Develop a coordinated Partnership Plan within the Academy Plan that supports rigor, relevance, relationships and readiness 	<ul style="list-style-type: none"> Partnerships are formalized through the Pencil Foundation Partnership resources, including time, are documented Advisory Board minutes reflect Academy Partner participation Identified academy needs are met Each academy has more than one business or organization as an Academy Partner Activities that support the Academy Plan are reported such as guest speakers, career mentors, curriculum advice, field trips, job shadows, teacher externships, student internships, and material or monetary donations, The academy calendar of events reflects business engagement to support the Academy Plan 	Academy Coach, Business Partnership Coordinator, Academy Team Leaders, PENCIL Foundation	July 1, 2010	May 31, 2011	<ul style="list-style-type: none"> Year 1: Commit to working together for at least one school year, working toward a long-term relationship Year 1: Ensure each Academy Partner designates a Business Partnership Coordinator Year 1 ongoing: Teams go out to each school to share the district vision with the schools Year 1: Create and use an electronic tracking system that reports community investment Year 1: Serve on the partner school's Academy Advisory Board Year 1: Develop a coordinated Partnership Plan within the Academy Plan that supports rigor, relevance, relationships and readiness
Form Academy Advisory Boards to support the development and implementation of the Academy Plan	<ul style="list-style-type: none"> Convene all Business Partnership Coordinators and other stakeholders as the Academy Advisory Board Offer programmatic and curricular advice in alignment with high-skill, high-wage careers Identify and recruit additional Academy Partners for each area of focus within the academy, as needed Develop Partnership Plans that support rigor, relevance, relationships and readiness Advise in the annual development of the academy plan Advocate for the success of the academy Promote the academy in the community 	<ul style="list-style-type: none"> Advisory Board rosters reflect Business Partnership Coordinators, district representatives, parents, students, academy teaching staff and post-secondary representatives Advisory Board minutes reflect participation of Business Partnership Coordinators and other stakeholders Minutes reflect programmatic and curricular advice, partner recruitment, Academy Plan advice and Partnership Plan coordination The Academy Plan is fully resourced Parent and Industry surveys reflect awareness and understanding of the academy 	Academy Coach, Academy Advisory Board Chair	August 15, 2010	May 31, 2014	<ul style="list-style-type: none"> Year 1: Where appropriate, convene all Business Partnership Coordinators and other stakeholders as the Academy Advisory Board to: <ul style="list-style-type: none"> Offer programmatic and curricular advice in alignment with high-skill, high-wage careers Identify and recruit additional Academy Partners for each area of focus within the academy, as needed Develop Partnership Plans that support rigor, relevance, relationships and readiness Advise in the annual development of the academy plan Advocate for the success of the academy Promote the academy in the community Year 4: All academies have functioning Advisory Boards in place with a formal structure, bylaws, etc...

FIVE-YEAR STRATEGIC PLAN FOR THE ACADEMIES OF NASHVILLE

Strategies	Action Steps (objectives)	Measurable Outcomes	Lead Person(s) / Team	Start Date	End Date	Yearly Goals
BUSINESS ENGAGEMENT & SUPPORTS: A structure will be in place to provide academy support at the school, district and community levels.						
Organize Academies of Nashville Partnership Councils to provide a district-wide, industry-based strategic focus and monitor the success of the Academies of Nashville	<ul style="list-style-type: none"> Identify and recruit industry sector partners Ensure adequate and equitable support for all academies Work with the Workforce Investment Board to communicate the industry sector's high-skill, high-demand, high-wage workforce skills, needs, trends and qualifications Work with the Workforce Investment Board to recommend and assist in the development of district-wide programs, curriculum, and professional certifications, based on high-skill, high-demand, high-wage workforce needs Recommend the creation, sunseting, and location of Academies and pathways to the district Advocate for the academies related to the Academies of Nashville Partnership Council in the broader community Monitor the successful implementation and ongoing fidelity of industry-related academies toward national accreditation 	<ul style="list-style-type: none"> Academies of Nashville Partnership Council roster reflects the diversity of businesses within the industry Each academy has adequate partners to meet the needs outlined in the Academy Plan Academies of Nashville Partnership Council minutes reflect communication of the industry's workforce skills, needs, trends and qualifications Academies of Nashville Partnership Council minutes reflect the recommendation and development of district-wide programs and curriculum, based on high-skill, high-demand, high-wage needs Academies and pathways reflect regional industry trends Academy concerns and commendations are communicated to district leadership and CEO Champions Industry-related academies are nationally accredited 	Partnership Council Chair, MNPS Vice Chairs, Nashville Area Chamber of Commerce, PENCIL Foundation	January 2009	June 30, 2011	<ul style="list-style-type: none"> Year 1: Identify and recruit industry sector partners Year 1: Ensure adequate and equitable support for all academies Year 1: Work with the Workforce Investment Board to communicate the industry sector's high-skill, high-demand, high-wage workforce skills, needs, trends and qualifications Year 2: Work with the Workforce Investment Board to recommend and assist in the development of district-wide programs, curriculum, and professional certifications, based on high-skill, high-demand, high-wage workforce needs Year 1: Recommend the creation, sunseting, and location of Academies and pathways to the district Year 1: Advocate for the academies related to the Academies of Nashville Partnership Council in the broader community Year 1: Monitor the successful implementation and ongoing fidelity of industry-related academies toward national accreditation
Create the Alignment Nashville High School Committee/ MNPS High School TLG to connect community resources with academies to address identified needs of the whole child (educational, social, emotional and physical well-being)	<ul style="list-style-type: none"> Align community resources to address identified needs of the whole child Coordinate and connect with other district and community initiatives Oversee the work of the Academies Subcommittee Ensure Academies of Nashville meet the student performance targets of the district 	<ul style="list-style-type: none"> Committee meets at least 6 times per year Minutes reflect coordination of community groups to address the needs of the whole child Annual survey reflects teacher and professional staff awareness of available community resources and referral procedures within their school Data warehouse reflects community and teacher team interventions to address whole child needs Survey of community organizations reflects engagement with academies and alignment of services with whole child needs Academies of Nashville meet the student performance targets of the district 	Change Leadership Group (CLG) and the Alignment Nashville Operating Board	August 2010	June 30, 2014	<ul style="list-style-type: none"> Year 1: Align community resources to address identified needs of the whole child Year 1: Coordinate and connect with other district and community initiatives Year 1: Oversee the work of the Academies Subcommittee Year 4: Ensure Academies of Nashville meet the student performance targets of the district

FIVE-YEAR STRATEGIC PLAN FOR THE ACADEMIES OF NASHVILLE

Strategies	Action Steps (objectives)	Measurable Outcomes	Lead Person(s) / Team	Start Date	End Date	Yearly Goals
BUSINESS ENGAGEMENT & SUPPORTS: A structure will be in place to provide academy support at the school, district and community levels.						
Create CEO Champions committee to advocate for and monitor effectiveness of district implementation of academies	<ul style="list-style-type: none"> Review system-wide academy outcomes and progress toward national accreditations Advocate for sufficient resources for academies from district, city and community Create public awareness and support of district academies Review recommendations of Partnership Councils and Workforce Investment Board to ensure academies align with regional economic development and workforce needs Support the development of a workforce pipeline that supports the regional economic development needs providing multiple exit points and support systems for all students 	<ul style="list-style-type: none"> The school district makes annual progress toward district academic, graduation, post-secondary, and national accreditation goals Academies have the resources necessary to achieve district goals Public opinion survey reflects awareness of academies and confidence in effectiveness Academy graduates meet regional workforce needs Academy graduate profile supports the regional economic development needs with multiple exit points and support systems for all students 	Nashville Area Chamber of Commerce	August 2009	June 30, 2013	<ul style="list-style-type: none"> Year 1: Review system-wide academy outcomes and progress toward national accreditations Year 1: Advocate for sufficient resources for academies from district, city and community Year 1: Create public awareness and support of district academies Year 1: Review recommendations of Partnership Councils and Workforce Investment Board to ensure academies align with regional economic development and workforce needs Year 3: Support the development of a workforce pipeline that supports the regional economic development needs providing multiple exit points and support systems for all students

Strategies	Action Steps (objectives)	Measurable Outcomes	Lead Person(s) / Team	Start Date	End Date	Yearly Goals
PARENT & FAMILY INVOLVEMENT: Parents and family will be actively engaged and educated about academy choice, the performance of their students and the impact on the future.						
Educate parents/ caregivers about district academy choices and the impact on their child's future	<ul style="list-style-type: none"> Ensure marketing matrix includes messaging that targets parents across district throughout the year Administer parent/ caregiver survey to measure understanding of academies Expand career exploration strategies to include middle-schoolers and parents/ caregivers (i.e. parent university, open houses, etc...) 	<ul style="list-style-type: none"> Each academy documents events for parents and community that reflect use of marketing matrix Exit interview documents number of transfers associated with academy choice Parent/ caregiver survey reflects understanding of academies Parents/ caregivers participate in career exploration activities Parents/caregivers survey reflects understanding of the value of postsecondary credit and professional certification related to the student's academy choice Career exploration strategies are offered to middle school students and parents/caregivers such as parent university, open houses, etc...) 	Alignment Nashville, advisory teacher, MNPS research and evaluation	August 1, 2010	June 30, 2012	<ul style="list-style-type: none"> Year 1: Ensure marketing matrix includes messaging that targets parents across district throughout the year Year 2: Administer parent/ caregiver survey to measure understanding of academies Year 2: Expand career exploration strategies to include middle-schoolers and parents/ caregivers (i.e. parent university, open houses, etc...)

FIVE-YEAR STRATEGIC PLAN FOR THE ACADEMIES OF NASHVILLE

Strategies	Action Steps (objectives)	Measurable Outcomes	Lead Person(s) / Team	Start Date	End Date	Yearly Goals
PARENT & FAMILY INVOLVEMENT: Parents and family will be actively engaged and educated about academy choice, the performance of their students and the impact on the future.						
Actively engage parents/ caregivers to support student success	<ul style="list-style-type: none"> Align community organizations to support parental/ caregiver involvement and engagement Create an expectation for parent/caregiver participation and guide them as to how to engage with their child's education in academies Engage parents as volunteers and advocates to support the academy plan Administer parent/ caregiver survey to measure engagement with academies Train parents in how to access and use student data 	<ul style="list-style-type: none"> Survey of community organizations reflects engagement with parents/ caregivers and alignment of services and resources Expectations are added to academy registration process and are signed by academy parents/ caregivers Parent/ caregiver survey reflects engagement and understanding of academies Parents/ caregivers are participate as volunteers and community partners in academies 	Alignment Nashville, Academy Coach, Academy Teams, MNPS research and evaluation	August 2010	June 30, 2013	<ul style="list-style-type: none"> Year 1: Align community organizations to support parental/ caregiver involvement and engagement Year 1: Engage parents as volunteers and advocates to support the academy plan Year 1: Administer parent/ caregiver survey to measure engagement with academies Year 2: Create an expectation for parent/caregiver participation and guide them as to how to engage with their child's education in academies Year 3: Train parents in how to access and use student data

Strategies	Action Steps (objectives)	Measurable Outcomes	Lead Person(s) / Team	Start Date	End Date	Yearly Goals
POST-SECONDARY CONNECTION: Post-Secondary partners will ensure future teachers and administrators are prepared to work within the academy model and will support student success through dual credit and dual enrollment at their institutions.						
Prepare future teachers and administrators to work within the academy model	<ul style="list-style-type: none"> Create learning path for teaching successfully in the academy model Create a report of current successful academy teachers sorted by point of entry into the profession that measures preparation and effectiveness within the academy model Create a Skills and Competencies Profile of successfully prepared academy teachers Recruit prospective academy teachers based on the profile of successfully prepared academy teachers Collaborate with colleges of education to align teacher preparation with academy success Incorporate the Skills and Competencies Profile in the MNPS Academy of Future Teachers 	<ul style="list-style-type: none"> Successful teaching/leadership is defined for the academy model Skills and Competencies Profile created Annual teacher evaluation for the first three years reflects successful preparation 100% of new academy teachers match the Skills and Competencies Profile Colleges of Education prepare future teachers for the academy model based on the Skills and Competencies Profile MNPS Academy of Future Teachers incorporates the Skills and Competencies Profile 	Alignment Nashville, MNPS Human Resources, Human Capital Transformational Leadership Group (TLG)	January 2010	August 2015	<ul style="list-style-type: none"> Year 2: Create learning path for teaching successfully in the academy model Year 2: Create a report of current successful academy teachers sorted by point of entry into the profession that measures preparation and effectiveness within the academy model Year 2: Create a Skills and Competencies Profile of successfully prepared academy teachers Year 2: Recruit prospective academy teachers based on the profile of successfully prepared academy teachers Year 2: Collaborate with colleges of education to align teacher preparation with academy success Year 2: Incorporate the Skills and Competencies Profile in the MNPS Academy of Future Teachers

FIVE-YEAR STRATEGIC PLAN FOR THE ACADEMIES OF NASHVILLE

Strategies	Action Steps (objectives)	Measurable Outcomes	Lead Person(s) / Team	Start Date	End Date	Yearly Goals
POST-SECONDARY CONNECTION: Post-Secondary partners will ensure future teachers and administrators are prepared to work within the academy model and will support student success through dual credit and dual enrollment at their institutions.						
Engage postsecondary partners to support student success	<ul style="list-style-type: none"> • Compile all available postsecondary programs with transferable credit that align with each academy • Define attributes of beneficial postsecondary partnerships, as well as recruit and align postsecondary partners to academy programs • Provide student opportunities for postsecondary exploration • Develop articulated programs of study that includes dual credit and/or dual enrollment in the academy student's area of focus • Engage post secondary partners to promote and include accelerated options • Identify at least one post-secondary partner for each academy 	<ul style="list-style-type: none"> • Each area of focus within an academy offers opportunities for college credit, postsecondary exploration and professional certifications for every student • Postsecondary partnerships are documented for each academy • Postsecondary credit and professional certifications are documented for each academy program of study 	Executive Director of Instruction, Alignment Nashville	September 2010	August 2015	<ul style="list-style-type: none"> • Year 1: Compile all available postsecondary programs with transferable credit that align with each academy • Year 1: Define attributes of beneficial postsecondary partnerships, as well as recruit and align postsecondary partners to academy programs • Year 1: Provide student opportunities for postsecondary exploration • Year 1: Develop articulated programs of study that includes dual credit and/or dual enrollment in the academy student's area of focus • Year 1 Ongoing: Engage post secondary partners to promote and include accelerated options • Year 1: Identify at least one post-secondary partner for each academy

Strategies	Action Steps (objectives)	Measurable Outcomes	Lead Person(s) / Team	Start Date	End Date	Yearly Goals
"WHOLE CHILD" STUDENT SUPPORTS: Social and emotional resources are in place to support the whole child.						
Provide health and well-being supports within each academy	<ul style="list-style-type: none"> • Identify a school-based lead of whole child student supports • Integrate community resources into academy curriculum, service-learning, work-based learning, and advisories • Connect academy teams with community resources for student interventions 	<ul style="list-style-type: none"> • A full-time coordinator of whole child supports is identified at each school • Community interventions and referrals are evidenced in teacher team minutes and dashboard reports • Teacher survey results reflect awareness of community resources • Comprehensive resource guides developed and accessible to teachers 	Alignment Nashville, Associate Superintendent of High Schools, Executive Principal, Disadvantaged Youth Transformational Leadership Group, Director of Socio-Emotional Learning	July 1, 2010	Ongoing	<ul style="list-style-type: none"> • Year 1: Identify a school-based lead of whole child student supports • Year 1: Integrate community resources into academy curriculum, service-learning, work-based learning, and advisories • Year 1: Connect academy teams with community resources for student interventions

FIVE-YEAR STRATEGIC PLAN FOR THE ACADEMIES OF NASHVILLE

Strategies	Action Steps (objectives)	Measurable Outcomes	Lead Person(s) / Team	Start Date	End Date	Yearly Goals
MARKETING & COMMUNICATION: Successful marketing and communication strategies will promote community understanding and ownership of the academies.						
Promote community understanding and ownership of academies	<ul style="list-style-type: none"> ● Create a district marketing and communications plan for all academies ● Ensure the consistent use of the district's marketing and communications plan by all stakeholders ● Create district messaging that encourages and quantifies community involvement ● Create a district process to summarize and share data, culminating in an annual report documenting the progress of all academies toward implementing the Five-year Plan ● Create an annual marketing and communications plan for each school that exhibits all academy options and incorporates student voice ● Market each academy to prospective students and parents/caregivers in conjunction with its advisory board ● Market related academies within their industry sectors 	<ul style="list-style-type: none"> ● Academy brand promise, logos, and taglines are adopted ● Message matrix developed for use by all academy stakeholders ● Community recognizes and understands academies, as reflected by annual public opinion poll ● Each academy has more than one organization as an Academy Partner, and is known to their related industry ● Annual report documenting progress toward the Five-year Plan created by the CEO Champions ● An annual marketing and communications plan is included as part of each school's Academy Plan, highlighting a school's unique offerings ● Active academy enrollment consistently reaches at least 150 students. 	MNPS Communications, Associate Superintendent of High Schools, CEO Champions, Nashville Area Chamber of Commerce, academy students; Academies of Nashville Partnership Councils	July1, 2010	Ongoing	<ul style="list-style-type: none"> ● Create a district marketing and communications plan for all academies ● Ensure the consistent use of the district's marketing and communications plan by all stakeholders ● Create district messaging that encourages and quantifies community involvement ● Create a district process to summarize and share data, culminating in an annual report documenting the progress of all academies toward implementing the Five-year Plan ● Create an annual marketing and communications plan for each school that exhibits all academy options and incorporates student voice ● Market each academy to prospective students and parents/caregivers in conjunction with its advisory board ● Market related academies within their industry sectors

Appendix A: Academies and Pathways by School (2010-11)

Antioch High School

ACADEMY	PATHWAYS / AREAS OF FOCUS
Academy of Business and Hospitality (Credit union)	The Tennessee Credit Union Business and Finance Academy: <ul style="list-style-type: none"> • Business Management • Business Financial Management and Accounting • Administrative Management Event Planning Academy: <ul style="list-style-type: none"> • Food and Beverage Service • Hospitality Management and Lodging Services • Plant Systems • Interior Design • Fashion Design
Academy of Technology and Communication	Technology and Innovation Academy: <ul style="list-style-type: none"> • Automotive Technology • Engineering and Technology • Science and Math (state area of focus) Art and Communication: <ul style="list-style-type: none"> • Graphic Communications • Journalism and Broadcasting • Communication Development • Web/Multimedia Management & Webmaster Design • Visual Arts • Performing Arts
Academy of Leadership and Service	Culture, Leadership and World Studies Academy: <ul style="list-style-type: none"> • Leadership Studies • JROTC • Humanities (state area of focus) Health and Human Services Academy: <ul style="list-style-type: none"> • Family and Community Services • Counseling and Mental Health • Teaching and Training Services • Medical Sciences

Appendix A: Academies and Pathways by School (2010-11)

Cane Ridge High School

ACADEMY	PATHWAYS / AREAS OF FOCUS
Academy of Arts & Communication	<ul style="list-style-type: none"> • Broadcasting • Visual Arts • Theater Arts • Dance
Academy of Architecture & Construction	<ul style="list-style-type: none"> • Design & Preconstruction • HVAC • Electrical • Concrete • Carpentry
Academy of Human Services	<ul style="list-style-type: none"> • Teaching/Training Services • Law Enforcement Services • Family Community Services
Academy of Business	<ul style="list-style-type: none"> • Business Management • Interactive Multimedia
Academy of Wellness & Healthy Living	<ul style="list-style-type: none"> • Movement Science & Physiology

Glenclyff High School

ACADEMY	PATHWAYS / AREAS OF FOCUS
Academy of Business with Ford Partnership for Advanced Studies	<ul style="list-style-type: none"> • Business – Ford PAS • Business Management (phasing out)
Academy of Medical Science and Research	<ul style="list-style-type: none"> • Diagnostic Services • Bio-Technology Research and Development • Therapeutic Services • Social Services
Academy of Environmental & Urban Planning	<ul style="list-style-type: none"> • Architectural/Civil Engineering • Environmental Engineering
The Academy of Hospitality, Entertainment Marketing & Salon Services “Developing Artistry and Expertise in the Industry”	<ul style="list-style-type: none"> • Entertainment & Marketing • Culinary Arts • Personal Care Services • Multimedia/Web Design

Appendix A: Academies and Pathways by School (2010-11)

Hillsboro High School "International School"

ACADEMY	PATHWAYS / AREAS OF FOCUS
Academy of International Fine Arts	<ul style="list-style-type: none"> • Visual Arts • Performing Arts (Choral, Instrumental, Theatre)
Academy of the International Diploma Program	<ul style="list-style-type: none"> • Middle Years Programme • Diploma Programme
Academy of Global Communication	<ul style="list-style-type: none"> • Design Communications • Journalism & Broadcasting
Academy of International Business	<ul style="list-style-type: none"> • International Business with a Logistics focus • International Studies with a focus in Chinese
Academy of Global Health	<ul style="list-style-type: none"> • Therapeutic Services • Diagnostics Services • Nutrition and Diet

Hillwood High School

ACADEMY	PATHWAYS / AREAS OF FOCUS
Academy of Art, Design & Communication	<ul style="list-style-type: none"> • Journalism & Broadcasting • Design Communications • Visual Arts
Academy of Health	<ul style="list-style-type: none"> • Diagnostic Services • Therapeutic Services • Therapeutic Services • Health Informatics
Academy of Business, Entertainment, Hospitality and Tourism	<ul style="list-style-type: none"> • Business Management • Food and Beverage • Music Arts • Theatre Arts

Appendix A: Academies and Pathways by School (2010-11)

Hunters Lane High School

ACADEMY	PATHWAYS / AREAS OF FOCUS
Academy of Business & Marketing	<ul style="list-style-type: none"> • Business Management (Ford PAS) • Business Financial Mgmt & Accounting • Marketing Communications • Marketing Management
Academy of Hospitality	<ul style="list-style-type: none"> • Food and Beverage Services • Travel & Tourism
Academy of Health & Human Services	<ul style="list-style-type: none"> • Counseling & Mental Health • Family & Community Services • Therapeutic Emergency Services • Therapeutic Services
Academy of Design & Technology	<ul style="list-style-type: none"> • Electronic Publishing • Graphic Communications • Web/Multimedia Mgmt
Academy of International Baccalaureate	Middle Years Programme Diploma Programme

Maplewood High School

ACADEMY	PATHWAYS / AREAS OF FOCUS
Academy of Business Entrepreneurship	<ul style="list-style-type: none"> • Business Financial Mgmt & Accounting • Banking & Finance • Interactive Multimedia • Business Management • Personal Care
Academy of Power & Light	<ul style="list-style-type: none"> • Electrical • Energy Engineering
Academy of Automotive Technology	<ul style="list-style-type: none"> • Automotive Technology
Academy of Health & Emergency Services	<ul style="list-style-type: none"> • Therapeutic Services • Health Informatics • Therapeutic Emergency Services • Family Community Services

Appendix A: Academies and Pathways by School (2010-11)

McGavock High School

ACADEMY	PATHWAYS / AREAS OF FOCUS
Academy of Digital Design & Communication	<ul style="list-style-type: none"> • Design Communications • Journalism & Broadcasting • Audio Technology • Web/Multimedia Management • Fine Arts
Academy of Health Science & Law	<ul style="list-style-type: none"> • Diagnostic Services • Therapeutic Services • Therapeutic Emergency Services • Law • Law Enforcement
Academy of Hospitality & Finance	<ul style="list-style-type: none"> • Food and Beverage Services • Hospitality Management & Lodging • Recreation & Entertainment • Personal Care Services • Plant System – Turf grass/Nursery Production • Banking & Finance
Academy of Aviation & Transportation	<ul style="list-style-type: none"> • Aviation Flight • Aviation Maintenance • Engineering & Technology • Collision & Repair

Overton High School

ACADEMY	PATHWAYS / AREAS OF FOCUS
Academy of Finance & Information Technology	<ul style="list-style-type: none"> • Banking & Finance • Financial Planning • Interactive Multimedia • Web Design • Networking Systems • Humanities • Leadership
Academy of Biotechnology/Health Sciences	<ul style="list-style-type: none"> • Biotechnology Research & Development • Diagnostic Services • Health Informatics
Academy of Engineering	<ul style="list-style-type: none"> • Engineering & Technology • Science & Math • Environmental Science (GIS) • Automotive Technology • Advanced Mathematics • English Language

Appendix A: Academies and Pathways by School (2010-11)

Pearl-Cohn High School “Pearl-Cohn Entertainment Magnet High School”

ACADEMY	PATHWAYS / AREAS OF FOCUS
Academy of Entertainment Communication	<ul style="list-style-type: none"> • Music Recording • TV Production • Radio Production – 2011-12 • Sound & Lighting Engineering – 2011-12
Academy of Entertainment Management	<ul style="list-style-type: none"> • Music Business • Personal Care Services – Stylist & Image Consultants • Marketing – 2011-12 • Graphics – 2011-12

Stratford High School

ACADEMY	PATHWAYS / AREAS OF FOCUS
Academy of Science & Engineering	<ul style="list-style-type: none"> • Interdisciplinary Science • Engineering
Academy of Entrepreneurship and Liberal Arts	<ul style="list-style-type: none"> • Business Management-Ford PAS • Personal Care Services • Automotive Technology • Humanities

Global: arts

Whites Creek High School School of Community Health & Public Service

ACADEMY	PATHWAYS / AREAS OF FOCUS
Academy of Community Health	<ul style="list-style-type: none"> • Therapeutic Services • Therapeutic Emergency Services • Diagnostic Services • Business Management for Healthcare
Academy of Public Service	<ul style="list-style-type: none"> • Law and Law Enforcement • Leadership/ROTC • Teaching and Learning • Alternative Energy <ul style="list-style-type: none"> ○ Automotive Technology ○ Agriculture

Appendix B: Forms of Business Engagement

Partnerships are built on relationships and grow through a progression of interrelated experiences based on the assumption that human development grows from awareness to understanding to practice to mentorship. By creating progressions of business engagement opportunities, we achieve the three targeted outcomes:

- Academy Development
- Teacher Development
- Student Development

Academy Development

Three district-wide tiers of business engagement are in place to respond to the district's need for development **assistance**, professional industry **advice**, and community-supported **advocacy**. These tiers are as follows:

Academy Advisory Board- "Assisting" with individual academy development. Each academy will have an advisory board made up of their Academy Partners to help with such day to day academy operations as monitoring and addressing local academy needs, reporting academy data to the Partnership Councils, providing classroom speakers and career mentors and working with academy teachers to improve curriculum through real-world application.

Partnership Council- "Advising" at the district level based on workforce and economic trends. Reviewing reported Academy Advisory Board data across an industry sector, monitoring environmental and district level academy needs, advising programs how to align with Professional Certifications, providing district level recommendations for the sunrising and sunseting of programs based on geography and workforce demand, and coordinating a district-wide freshman Career Exploration Fair.

CEO Champions- "Advocating" on behalf of strategic District initiatives such as The Academies of Nashville. Making high level recommendations based on district-wide barriers, championing successes such as the Career Exploration Fair, and advocating for adequate school resources and funding.

Teacher Development

Through a progression of academy-related professional development opportunities offered by business partners, teachers are able to improve their curriculum and bring relevance to their students. This progression is as follows: team Business Tour → Team Externship → Individual Externship → coordinate Student Internships.

Student Development

Through a progression of academy-centered learning opportunities offered by business partners, students are able to learn within the context of their interests. This progression is as follows: Career Exploration Fair (Industry Exploration) → Field Trip (Company Exploration) → Job Shadow (Job Exploration) → Student Internship.

Appendix B: Forms of Business Engagement

	Description	Goals	Considerations
Business Roundtables	A series of roundtable discussions either at the business site or the academy Each teach gets to hear from at least three or four different professionals 3 hours to half day in duration	<ul style="list-style-type: none"> • Allow teachers to hear and learn about the work of work and 21st skills and competencies from multiple perspectives of the workforce 	<ul style="list-style-type: none"> • Best with either an established academy partner or company with previous experience • Participants should represent a broad range of jobs and expertise • Events on a business site can benefit from a site tour
Company/business site tour	Provides an opportunity for an academy team to get an on-site view and understanding of the operations of a business partner	<ul style="list-style-type: none"> • Provides richer context for teacher to incorporate into teaching and learning • Provides an opportunity to identify key business processes and operations which could serve as the basis for a teacher team externship 	<ul style="list-style-type: none"> • Strongly recommended as a prerequisite to a team externship • Emphasis should be placed on the interdependence, communication and collaboration among departments
Job shadowing for teachers	A short term experience at a work site with business professionals	<ul style="list-style-type: none"> • Learn in more depth about particular jobs, skills, and career pathways. • Connect real world skills with standards being taught in the classroom 	<ul style="list-style-type: none"> • These experiences can be one day or multiple days • There should be well defined expectations and reflection on the experience
Teacher Team Externships	Provides a team of teachers with a 3-day opportunity to learn about the inner workings of a real-world business, guided by a key business process that allows them to develop relevant curriculum.	<ul style="list-style-type: none"> • Identify the Skills and Workplace Competencies necessary for success • Understand the interdependencies of departments in collaborating to execute the business process 	<ul style="list-style-type: none"> • The selected business process(es) should connect with the subjects of the academy team • Provide a dedicated business employee to facilitate communication between the team and host business and coordinate a full agenda • The selected business should have experience working with academies, preferably through an existing partnership • Compensation?

Appendix B: Forms of Business Engagement

	Description	Goals	Considerations
Individual Teacher Externship	Opportunity for a teacher who understands the business-related skills and competencies to work in the context of a business and practice the skills they need to reinforce in their students.	<ul style="list-style-type: none"> Practice the skills and competencies necessary for students to be career and college ready Develop a depth of business context for academy students 	<ul style="list-style-type: none"> Teachers should have participated in a company site visit and completed a teacher team externship. Compensation? The business host should have a good working relationship with the teacher and be able to provide real work experience
Guest Speakers	Integrate real-world experience and perspectives into classroom learning.	<ul style="list-style-type: none"> Provide relevance for what they are learning in the classroom Provide positive role models Help students focus on their future and open possibilities they might not have imagined 	<ul style="list-style-type: none"> Content is relevant to the program of study Teachers are a part of the experience Speakers should be briefed in advance
Career Mentors	Develop a longer term relationship that integrates real-world experience and perspectives into classroom learning about career fields and pathways.	<ul style="list-style-type: none"> Relationships and relevance Provide positive role models Allow for an ongoing relationship with a caring professional 	<ul style="list-style-type: none"> Experience will last for at least a semester or perhaps a year Mentors are trained before entering the program Mentoring occurs in groups of 2 to 3 students
Field Trips	Promote your career field and allow students to see your industry up close in ½ or full day tours that expose them to many departments or functions within the company or industry.	<ul style="list-style-type: none"> Provide 10th grade students with exposure to the industry by allowing them to explore the different functions within the company or industry. 	<ul style="list-style-type: none"> Output: project based on what departments were seen, how they work together, and how each one functions and interacts at a high level
Job Shadowing	Allow students to complete a job shadowing day in your business to expose students to more in-depth knowledge of specific careers in your industry. (check the JA manual for verbiage)	<ul style="list-style-type: none"> Provide 11th grade students with exposure to careers in your industry by 	<ul style="list-style-type: none"> Output: job description based on the careers viewed, including primary activities, skills, education requirements, technical skills, etc... (What are professionals evaluated on and how are they evaluated?)

Appendix B: Forms of Business Engagement

	Description	Goals	Considerations
Student Internship	Provide select students with a summer internship within a related business or industry that enhances their education about the industry and allows them to develop a project based on what they learned for inclusion in their portfolio.	<ul style="list-style-type: none"> • Provide 12th grade students with an experience that will allow them to draw from their summative knowledge and skills and apply it to a relevant experience. 	<ul style="list-style-type: none"> • Output: documentation of a capstone project that includes learning objectives and a cumulative assessment of what has been learned over their academy experience
Loaned Classroom Instructor	Teach an industry or technical course or curricular module for high school students (there may be several options here based on Tennessee teaching requirements)	<ul style="list-style-type: none"> • To provide relevant learning where alternative licensure is required 	<ul style="list-style-type: none"> • These teachers are not really teamed and lose the “whole child” focus
Academy Business Board	Meet a minimum of two times a year with other academy partners to provide industry assistance to the program.	<ul style="list-style-type: none"> • Coordinate and collaborate with the academy to develop and execute the annual business plan, which includes the academy budget, the calendar of events, and value added reporting 	<ul style="list-style-type: none"> • January- Review activities of the current plan and arrange for specific engagements within the Spring semester. Kicks off the business planning process, review of fall, ideas for the upcoming year. • May??- Retrospective look at the academy value-added, (link up with the Academy Awards ceremony and annual report, determines your award categories/awards, makes it a grassroots issue) • September- Pulling resources for the fall semester: partners, experiences, etc...

Appendix C: Typical Academy Partner Engagement Calendar

Month	Faculty Activity	Student Activity
August	Advisory Board Meeting	
September	Business Roundtables	Guest Speakers
October		Guest Speakers
November		Career Exploration Fair
December		
January	Advisory Board Meeting	
February	Business Tours	Job Shadowing
March		Student Internships/Capstone Projects
April		Student Internships/Capstone Projects
May	Advisory Board Meeting	
June	Teacher Team Externships	
July	Teacher Externships	Student Internships/Capstone Projects

Appendix D: Early Indicator Analysis

Early Indicator Analysis for Metro Nashville Public Schools, May 2010

A study of Nashville’s students was recently conducted by Robert Balfanz and Vaughan Byrnes of the Everyone Graduates Center at Johns Hopkins University and the results were released in May 2010. The purpose was to identify early warning indicators of dropout for the MNPS school district and determine the power of each measure in determining a student’s odds of dropping out. Although many drop-out causes are not school-related, academic behavior measures were more efficient and effective dropout predictors than demographics, status measures, mobility, or achievement scores.

In particular, the three best predictors of student dropouts were:

- Attendance below 85%
- GPA below 70%
- More than 5 days of out of school suspensions

By tracking student data early in their careers, MNPS will be able to identify a substantial proportion of total dropouts in order to intervene in a timely manner to significantly impact the overall dropout rate. Approximately 86% of the students with none of the indicators succeeded in graduating on time. However, for students who had just one indicator, the chances of graduating on time plummet to fewer than 40 percent. For students who had two or more indicators, the graduation rate was only about 20%.

Percent of Students Who Dropped Out or Graduated, by Number of Indicators

	% Dropped Out	% Graduated	Number of Students
0 Indicators	11%	86%	3,521
1 Indicator	45%	51%	682
2 Indicators	73%	22%	391
3 Indicators	81%	18%	164
1 or more	59%	37%	1,237
2 or more	75%	21%	555

Using Data in Academies

The Academies of Nashville ensure that teams of teachers are able to form closer relationships with a shared set of students in order to follow this and similar data to perform timely and informed interventions with students at higher risk of dropping out of school. By no means will this be the only data tracked, but it is important to see the power of the appropriate use of data. Catching students before they are ready to drop out will enable the District to meet the state’s graduation rate goals and provide students with better services early in the process. Allowing students to self-select their academy will also positively affect the graduation rate as they will have the opportunity to learn within the context of their interests and be less likely to disengage from school because they see the importance and relevance of their studies.

Appendix E: Glossary of Terms

21st Century Skills	Within the context of core knowledge instruction, students must also learn other essential skills for success in today’s world, such as critical thinking, problem solving, communication and collaboration. The Partnership for 21st Century Skills (www.21stCenturySkills.org) has developed a framework of skills in four major categories: core subjects and 21st century themes; learning and innovation skills; information, media and technology skills; and life and career skills.
Academies of Nashville Partnership Councils	Six industry-related councils convened by the Nashville Area Chamber of Commerce that are dedicated to overseeing equitable and adequate resources for all of The Academies of Nashville related to their professional field. Partnership Councils are composed of volunteer business leaders and Academy Coaches serving as the business liaison to their academies. They serve to create, evaluate, and maintain a framework for sustainable business, industry, and community partnerships with Nashville’s high school academies, fostering relevance through productive relationships that improve school attendance, graduation rates, and support the development of a college-ready and qualified workforce in Nashville.
Academy	An academy is a Smaller Learning Community in which a team of teachers serves a group of students with a focus on a theme. It offers students the opportunity to learn 21st Century Skills within the context of a pathway of their choice.
Academy Advisory Board	Each of the Academies of Nashville will have an active board of professional industry advisors who meet regularly with academy teachers to provide relevance for students through curriculum advice, work-based learning opportunities and other resources that impact students.
Academy brand	Each academy will have a unique identity, or “brand”, due to program strengths, pathway offerings, and the vision of the academy leadership. An academy’s brand is portrayed through its logo and tagline, identifying it as a Metro Nashville Public School academy.
Academy Choice	The opportunity for all students to be able to attend the Academy of their choice based on their individual interests and strengths despite their zoned area.
Academy Coaches	The business liaison within each school who aligns community resources with Academy needs.
Academy Partners - Business and post-secondary	An Academy Partner is a PENCIL Partner that has formalized a partnership with a high school academy. Partnership activities vary, depending on the academy’s needs and a business’s interests and resources. Goals for partnerships between businesses and academies are to improve graduation rates, build relationships between students and positive adult role models, and support positive outcomes after high school graduation, including further education and entry into high-wage, high-demand careers.

Appendix E: Glossary of Terms

Academy Partnership Proposal	A document prepared by the school that provides relevant information about an academy and outlines proposed business engagement activities for a specific current or prospective partner. This document may be used in recruiting an Academy Partner or providing direction to an existing partnership.
Academy Plan	A unique strategic plan for each academy, updated annually, which includes an academy Action Plan, Calendar of Events, and Budget. The Academy Plan is a component of the School Improvement plan and directs the growth and development of each of the Academies of Nashville.
Academy Teacher Team Meetings	Meetings that usually occur during a common planning period in which the entire Academy team works together to address student achievement and academy or student needs including curriculum planning, student interventions, professional development, Academy Partner activities, etc...
Academy Teachers' Common Core	Often referred to as the Common Core, this profile refers to a basic set of professional development skills required of MNPS employees who work with The Academies of Nashville.
Academy Team Leader	The lead teacher on an academy team who is responsible for convening team meetings, taking minutes, and reporting on the progress of the Academy.
Accelerated Options	Programs/courses that allow students to obtain honors and/or college credit.
Advisory	A designated time in which a student will visit with an adult advisor who serves as their advocate and mentors them academically, socially, ethically, and emotionally. Advisory is built into the schedule for each of the Academies of Nashville
Annual public opinion poll	Conducted and published in conjunction with the Nashville Area Chamber of Commerce's Annual Report Card, a community based initiative to provide public feedback and suggestions for the school system.
Area of focus (TN Diploma Project)	A student's area of focus is defined in The Tennessee Diploma Project as three credits specific to the students' planned course of study in addition to the other high school requirements and is a requirement for graduation. These foci are in Math and Science, Career and Technical Education, Fine Arts, Humanities, Advanced Placement (AP) or International Baccalaureate (IB).
AVID	AVID is a fourth- through twelfth-grade program to prepare students in the academic middle for four-year college eligibility. It has a proven track record in bringing out the best in students, and in closing the achievement gap. AVID stands for Advancement Via Individual Determination. AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

Appendix E: Glossary of Terms

Career pathways	A sequence of courses with a career theme that create a unique opportunity for students to experience learning in the context of a career or industry that interests them. . For example, within an Academy of Medical Science and Research, a student may choose to focus on Diagnostic Services as their pathway. (3 sequential courses)
CEO Champions	The Nashville Area Chamber of Commerce creates and supports a committee of Nashville-area CEOs organized to advance improvements in high school and middle school public education. Serve as public champions of high school and middle school reforms, including: high school academies, Alternative High School Initiative (AHSI) schools, and charter schools. Advise the MNPS Director of Schools and Chamber staff on issues related to creating and sustaining successful high schools and middle schools.
Community Investment	A report of the resources provided to the Academies by an entity outside the school system. Items included may include, but are not limited to, time, donations, supplies, curriculum development and strategic planning.
Community Partners	This is used in reference to the myriad of stakeholders within the community that are involved in the high school reform process, but are not a part of Metro Nashville Public Schools.
Credentialing and certification	Teachers are credentialed if they have met the requirements to offer professional certifications to their students. All qualified students should have access to acquire a professional certification through their chosen pathway.
Dashboard Report	A set of student data reviewed on a regular basis to gauge success of the student.
Data warehouse	A district-wide data management system that will allow teachers and principals to view information on a district level, school level, class level, and individual student level. A student's performance on district and state assessments, attendance record, and many other pieces of information will be available to staff through this warehouse. With this information, our schools will be able to quickly identify students who are falling behind and develop appropriate interventions. We will be able to use value-added data to predict the future academic success of a student and provide whatever help is needed early on to ensure the student has the best opportunity for success.
District Marketing and Communications Plan	This plan will be a document written to describe the current market position of MNPS and the district's strategy for achieving its marketing objectives. It will include parameters for marketing each of The Academies of Nashville to retain a consistent district identity and promote community awareness of the academies' brand.

Appendix E: Glossary of Terms

Dual credit and dual enrollment	Dual enrollment courses allow students to take college level courses for both high school and college credit. Dual credit courses are taught in high school, at local colleges or through distance education. They offer students opportunities to enter post-secondary education with credits that allow them to save money towards graduating with a degree.
Electronic portfolio	An electronic collection of student work that provides evidence that a student has gained 21st Century Skills and is ready for college and career.
Electronic Registration Online (ERO)	A centralized staff development tracking system for all professional development provided by Metropolitan Nashville Public Schools.
English Language Learners (ELL)	A person who is in the process of acquiring English and has a first language other than English. Also, a program to ensure that Limited English Proficient students attain English proficiency in all areas of language and meet the same academic achievement standards as others.
Ford PAS	An academically rigorous, interdisciplinary curriculum and program that provides students with content knowledge and skills necessary for future success
Freshman Seminar	A classroom-based, comprehensive guidance and career exploration course for 9th grade students, designed to support the transition of students into high school, encourage student success, improve personal and academic skills, decrease dropout rates, increase graduation rates, and support and improve post-secondary plans and participation.
Graduation Rate	For purposes of meeting Annual Yearly Progress (AYP) for No Child Left Behind (NCLB), high schools must meet the 90% objective graduation rate for ALL students. For 2009-10, the basic formula for determining the graduation rate is: <i>(Regular graduates in current cohort)/(All members of current cohort)</i>
High-skill, high wage, high demand workforce skills	High Demand: Occupations projected to grow at a rate above average employment growth rate for all occupations in a region. High Wage: Occupations paying more than the area's median salary. High Skill: Occupations with education or training requirements of long-term on-the-job training, work experience in a related occupation, and/or related post-secondary education or training.
Individualized Education Plan (IEP)	MNPS' response to the Individuals with Disabilities Education Act which requires all public schools to develop an IEP for every student with a disability who is found to meet the federal and state requirements for special education.

Appendix E: Glossary of Terms

Individualized Professional Development Plans	Professional development plans developed and maintained for each academy teacher and administrator based upon the academy professional development common core requirements and the professional development needs of the individual teacher or administrator.
Instructional technology	A broad range of teaching tools and their use in improving student learning, including but not limited to computers and computer software, smart boards, digital cameras and recording and playing devices, PDA's, GPS devices, student response systems, etc.
Interdisciplinary curriculum	An approach to teaching and learning that looks at the foundational objectives of multiple curriculum areas and enables teachers to teach the whole student and make links among disciplines, thereby giving students a more relevant, less fragmented, and more stimulating experience, dissolving subject area boundaries and encouraging learning across the curriculum.
Message matrix	The result of the district's communication plan for developing appropriate messaging for specific audiences and market segments. It assures consistent messages are delivered across the population in a way that is effective for each segment.
MNPS Academy of Future Teachers	An Academies of Nashville academy based upon the projected need to develop and maintain a robust pipeline of teachers for the region
MNPS High School TLG	The Transformational Leadership Group (TLG) of MNPS Achieves which engages members of MNPS staff and the community in mapping out the system's goals and reform strategies for high schools over the next several years.
My 10-Year Plan	An online planning tool that helps students develop meaningful 10-year career-inclusive education plans which lead to productive adult lives by envisioning a future that includes graduation from high school, graduation from post-secondary education or training and transition into the workforce with the training and skills necessary for economic self-sufficiency
National Career Academy Coalition (NCAC)	A national network of existing and emerging career academies which defines and implements evaluation processes based on their National Standards of Practice, provides technical assistance and training to support existing and emerging Career Academies and develops support networks.
National Standards of Practice (NSoP)	The National Standards of Practice for career academies were developed by an informal consortium of national career academy organizations. Drawn from many years of research and experience, they are framed around ten key elements for successful, sustained implementation of academies.

Appendix E: Glossary of Terms

Next Generation Learning Community	A Next Generation Learning Community (NGLC) is a regional alliance of K–12 schools, businesspeople, post-secondary educators, and community leaders, mobilized to reform education and stimulate local economic development by transforming the high school experience around relevance, teaching and learning.
Parent and Industry Surveys	Surveys developed and administered periodically to ascertain the perception of parents and the business community of the Academies of Nashville’s progress toward achieving its goals of education reform and transformation.
Pathway	A pathway is a sequence of courses that allows a student to study a specific aspect of an academy's theme. For example, Mathematics.
PLAN and ACT	As a "pre-ACT" standardized test, PLAN is a powerful predictor of success on the ACT. It also focuses attention on both career preparation and improving academic achievement. PLAN is administered in the fall of the sophomore year and helps 10th graders build a solid foundation for future academic and career success and provides information needed to address school districts' high-priority issues. It is a comprehensive guidance resource that helps students measure their current academic development, explore career/training options, and make plans for the remaining years of high school and post-graduation years.
Professional Learning Community	A community of educators and administrators focused on learning rather than on teaching, working collaboratively, and holding themselves accountable for results.
Program of study	A program of secondary and post-secondary study that is a continuum of knowledge and skills identified by educational and workforce partners that is cohesive, standards based and non-duplicative. Core elements are: Content and Standards, Alignment and Articulation, Accountability and Assessment, and Student Support Services.
Project-based curriculum	A Project-based curriculum uses classroom projects to bring about deep learning of course content, where students use technology and inquiry to engage with issues and questions that are relevant to their lives. These classroom projects are used to assess student's subject matter competence compared to traditional testing.
Purity	The basis of success for SLCs and career academies is to what level common teachers are sharing common sets of students, otherwise defined as “purity.” This is what provides student support, safety nets, personalization, integrated teaching, rigor; and many other benefits of academic and CTE team teaching.

Appendix E: Glossary of Terms

Race to the Top	US Department of Education funds for States to advance reforms around: <ol style="list-style-type: none">1. Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;2. Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;3. Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and4. Turning around our lowest-achieving schools.
Rigor, relevance, relationships and readiness	The vision for all the Academies of Nashville is to effect transformation in these areas: <ul style="list-style-type: none">• Engaging students in learning by setting high academic standards and providing rigorous, meaningful instruction and support• Giving students individual attention and building stronger relationships by moving them through their academy with a shared team of teachers and fellow students• Drawing on students' real-world experiences and understandings to build new knowledge and showing students the relevance between their work in school and the world of work• Ensuring students are ready for college and careers through awareness of opportunities and a plan for achieving their goals
School Improvement Plan	An annual strategic planning document prepared by each school which provides data about the school and the community it serves, an analysis of the academic and non-academic performance of the school along with its organizational effectiveness, and an action plan for achieving each of its strategic directives.
Service Learning	Service learning is an experiential method of teaching, learning and reflecting that combines classroom curriculum with meaningful service in the community to enrich learning, teach civic responsibility, and encourage lifelong civic engagement.
Smaller Learning Community (SLC)	Smaller, more personalized environments within a school that offer students opportunities to focus on common interests or themes, form closer relationships with a team of teachers and their peers, and access personalized student mentoring and advisories.
Standards-based curriculum and grading	A curriculum which includes a curriculum framework which outlines specific knowledge or skills which students must acquire; a curriculum-planning model; capacity and appropriate professional development at all levels of the educational system; and monitoring and evaluating of the curriculum as teachers implement it in the classroom.
Tennessee Diploma Project	A State initiative to raise Tennessee's standards and curriculum to better prepare students to be successful after high school by affecting the quality of education students receive at all grade levels. Improvements focus on: strategic assessments and college and career-ready standards and graduation.

Appendix E: Glossary of Terms

Whole Child	Alignment of the human and capital resources of the education, health, housing, public safety, recreation, and business systems within a community to provide coordinated services to students and their families so that each child in each school, is healthy, safe, engaged, supported and challenged. Includes educational, social, emotional and physical well-being.
Work-Based Learning	The opportunity for students to learn a variety of skills by expanding the walls of classroom learning to include the community and narrowing the gap between theory and practice to provide meaning and relevance for students. Students learn a variety of skills through rigorous academic preparation with hands-on career development experiences by working in teams, solving problems, and meeting employers' expectations.