

Academies of Clay – Strategic Plan – Year One 13-14 (Planning)

Academy Mission: The Academies of Clay exist to ensure that all students graduate ready for collage and a career and exhibit with increasing fullness and regularity these capacities of the literate individual:

- They demonstrate independence;
- They build strong content knowledge;
- They respond to the varying demands of audience, task, purpose and discipline;
- They comprehend as well as critique;
- They value evidence;
- They use technology and digital media strategically and capably;
- They come to understand other perspectives and cultures.
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| Goal 1: Transforming Teaching and Learning: At the heart of transforming teaching and learning are the academy teachers and their participation in a <u>professional learning community</u> committed to changing <u>curriculum</u> , <u>instruction</u> and <u>assessments</u> to ensure that all students are college and career ready. | | | |
| Action Steps | Lead Person(s) | Start Date | End Date |
| Professional Development: All academy instructional personnel and administrators will have an individualized professional development plan based on the needs of their students/school and a common core of academy-related competencies. | | | |
| All high school administrators will be trained in the organization, administration and operation of the academy structure. | Emily Weiskopf | 6/13 | 12/13 |
| Provide school and district administrators professional development on structures/protocols to support team planning, data meetings and professional learning. | Emily Weiskopf | 9/13 | 6/14 |
| Provide professional development to all freshman academy teachers on how to create and use interdisciplinary, project-based curricula through academy team collaboration. (Buck Institute) | Emily Weiskopf | 1/14 | 1/16 |
| Conduct teacher focus groups to gather teacher input and gain buy-in and support. | Kathy Schofield | 9/13 | 12/13 |
| 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. | | | |
| Develop a project-based academy prep course for grade 8 students with an emphasis on leadership skills, conflict resolution, financial literacy, study skills, planning, time management and goal setting. Course will include overview of district career academy and diploma options. | Mike Wingate | 10/13 | 6/14 |

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| Embed literacy, technology and socio-emotional competency throughout the curriculum. | Kathy Schofield | 10/13 | 6/14 |
| 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. | | | |
| Expand opportunities for job shadowing experiences, mentorships, student internships and community service opportunities into classroom instruction. | Chereese Stewart | | ongoing |
| Integrated projects will focus on areas of STEM as supported by DODEA funding. | Kathy Schofield | 10/13 | ongoing |
| Assessments: Assessment strategies will be incorporated to ensure that students are college and career ready. | | | |
| Differentiate instruction through the use of formative and summative assessments. | Steve Amburgey | 6/14 | 6/15 |

| Goal 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. Students will select a field of interest and learn collaboratively with their peers in a small, theme-based learning community. | | | |
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| Action Steps | Lead Person(s) | Start Date | End Date |
| Staffing Structure and Clearly Defined Roles: All parties will need to have a clear understanding of their roles and responsibilities, action steps, timelines and outcomes. | | | |
| Design an appropriate staffing structure to ensure adequate staffing and support is provided . | Diane Kornegay | 10/13 | ongoing |
| Student Choice: All students will have the opportunity to belong to a small learning community of their choice, to be engaged around their interests and learn in an environment where relationships are valued. | | | |
| Conduct student and community needs assessment to determine fields of interest. | Chereese Stewart | | ongoing |
| Educate all 8 th grade students and parents about educational and career choices | Chereese Stewart | | |
| Hold an annual college and career informational meeting for all upcoming ninth graders and their parents. | Chereese Stewart | | |
| Collaborate with SJRCC to provide campus field trips. | Mike Wingate | 1/14 | 3/14 |
| Develop an electronic academy application. | Steve Amburgey | 10/13 | 3/14 |
| Structure: All academies will be structured and staffed to support small personalized learning communities. | | | |
| Develop an academy policies and procedures manual. | Chereese Stewart | 10/13 | 2/14 |
| Develop a schedule to support SLCs for all entering freshman at all high schools | Steve Amburgey | 10/13 | 3/14 |
| Develop a schedule to all allow for common time for academy planning and PD. | Diane Kornegay | 10/13 | 3/14 |
| Develop a schedule where academy students have the opportunity to take a majority of classes within their academy. | Steve Amburgey | 10/13 | 3/14 |
| Develop a 4-year academy expansion plan to allow for an additional grade level cohort each year. | Chereese Stewart | | ongoing |
| Technology: Infrastructure and data will be available and in place to support instructional technology, interventions for student performance and teachers' work in professional learning communities. | | | |
| Prepare high schools with wireless infrastructure to support classroom and computer access for instruction and assessment | Carl Hendricks | 10/13 | 6/14 |
| Install necessary devices/infrastructure to support BYOD in grade 8 academy course classrooms and freshman academy classrooms. | Carl Hendricks | 10/13 | 6/14 |
| Establish policies and procedures for BYOD | Carl Hendricks | 10/13 | 6/14 |
| Expand computer/mobile device access to support instruction and assessment. | Kathy Schofield | 10/13 | Ongoing |

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| Facilities: Academies will have adequate, dedicated and identifiable facilities within the school campus or community. | | | |
| Evaluate facility needs for expansion of academies at each high school. | School Administrators | | ongoing |
| Goal 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 Clay, where all stakeholders are mutually accountable for its successful implementation. Business and the broader community will be aware and engage in aligning these academies with skilled workforce priorities. | | | |
| Action Steps | Lead Person(s) | Start Date | End Date |
| Business Engagement: A structure and plan will be in place to provide academy support at the school, district and community levels. | | | |
| Form Academy Advisory Boards to support the development and implementation of the academy plan. | Chereese Stewart | | ongoing |
| Recruit Academy Partners to support student success. | Chereese Stewart | | ongoing |
| Align community resources to address identified student and program needs. | Chereese Stewart | | ongoing |
| Parent and Family Involvement: Parents and family will be actively engaged and educated about academy choice, the performance of students and the impact on the future. | | | |
| Educate parents about district academy choices and the impact on their child's future. | Chereese Stewart | 1/14 | 3/14 |
| Engage parents as volunteers and advocates to support the academy plan. | Chereese Stewart | 1/14 | 3/14 |
| Post-Secondary Connection: Post-secondary partners will ensure future teachers and administrators are prepared to work with the academy model and will support student success through dual enrollment and adult vocational programs. | | | |
| Engage post- secondary partners to promote and include accelerated options. | Mike Wingate | | ongoing |
| Marketing and Communication: A marketing and communication plan will be in place to effectively and consistently communicate the goals and processes of the Academies of Clay to all segments of the community. | | | |
| Create a marketing plan for academies with consistent branding and messaging. | Chereese Stewart | 9/13 | 11/13 |
| Conduct community meetings to gauge public awareness and understanding of the academies. | Chereese Stewart | | ongoing |
| Use social media to promote academies and student choice options. | Gavin Rollins | 11/13 | ongoing |