



Sims Academy of Innovation & Technology

Ford Next Generation Learning Master Plan
Three-year Strategic Plan

2017 - 2020



Barrow County School System

Boldly Committed to Student Success

Chris McMichael, Ed. D.
Superintendent

10/20/2016

BOARD MEMBERS

Greetings

Debi Krause
District 1

Our mission in the Barrow County School System is "Boldly Committed to Student Success". We take this very seriously and are continuously challenging ourselves and our community to be Barrow BOLD in moving teaching and learning forward in this district. It is within this mission that we have embarked on ambitious educational initiatives designed to benefit all students, including the opening of our career academy, Sims Academy of Innovation and Technology (SAIT), three years ago.

Garey H. Huff Sr.
District 2

Connie Wehunt
District 3

For the past several months, civic, business, community, and district representatives have worked with the staff from Ford Next Generation Learning to develop this master plan. The members of the planning team are united in their commitment to boosting student academic achievement in our schools. We have taken a candid look at our successes and areas for improvement and included student input in the process.

Michael Shelley
District 4

Lynn Stevens
District 5

Rickey Bailey
District 6

The mission of SAIT is to create a unique, career-focused environment that inspires all students to achieve work-ready results while promoting advanced educational opportunities. Working together as a community, we will be building on the success of the Career, Technical, and Agricultural Education programs housed at Sims Academy of Innovation and Technology while expanding the traditional academic offerings. We have committed ourselves to becoming a Ford Next Generation Learning Community through this process.

Suzanne Angle
District 7
At Large

Rolando Alvarez
District 8
At Large

The Barrow County community is committed to provide our students with an environment in which they can learn, grow, and thrive while assisting them to take leadership in the local and global marketplace. The following master plan outlines how we will continue to utilize creative partnerships to ensure students develop the skills needed to compete both locally and globally, while also creating a workforce to attract new businesses and industries.

Mark Still
District 9
At Large

All the best,

Dr. Chris McMichael
Superintendent
Barrow County School System



Solvay USA Inc.
Novicare
Winder, GA Facility
770-867-2100

October 4, 2016

Dr. Chris McMichael
Superintendent
Barrow County School System
179 West Athens Street
Winder, GA 30680

Dear Dr. McMichael:


As Plant Manager of the Solvay facility in Winder, I am excited that the Sims Academy of Innovation and Technology is working with the Ford Next Generation Learning group in preparing a Strategic Plan for the organization. I want you to know Solvay fully supports this initiative and stands ready to support Sims and the Barrow County School System in any way necessary to help create the Plan and implement it once complete.

Solvay, a global chemical manufacturing company with a facility located here in Barrow County, has been involved in supporting scientific study since its inception in 1861. Supporting Sims in the endeavor of developing a Strategic Plan is completely consistent with the long term support of scientific study in our community, and as such, Solvay is excited to be a part of the development of such a Plan. The Program that Ford NGL provides is a superior methodology, in my opinion, and we are happy that Barrow County Schools has adopted this approach.

Solvay is very much involved in Workforce Development, and we believe that development of a Strategic Plan for Sims Academy will be a positive change in Barrow County Workforce Development by engaging employers to form partnerships with the School System and help develop effective educational programs to insure a qualified, diverse workforce for both existing industry and businesses who will locate here in the future. Clearly, the Barrow County School System will be in a position to provide students superior opportunity in preparation for furthering their education or directly entering the workforce. This Strategic Plan will help provide for workplace needs for Economic Development not only in Barrow County but in the region.

Please let me know if there is anything further I can do personally to assist you in supporting the development of a Strategic Plan for Sims Academy of Innovation and Technology

Sincerely,


Joseph E. Vogt
Plant Manager
Solvay
Winder, GA Facility

Cc: Dr. Douglas Blackwell, Principal and CEO, Sims Academy
Tommy Jennings, Barrow County Chamber of Commerce
Sherri Perry, CTAE Specialist, Sims Academy



Sims Academy of Innovation and Technology

985 Austin Road
Winder, Georgia 30680
Phone: 770-867-7467

Principal /CEO: Dr. Douglas L. Blackwell
Assistant Principal: Michael Parks

To whom it may concern:


It is with great honor and privilege to represent Barrow County School System as Principal and CEO of Sims Academy of Innovation and Technology (Sims Academy). At Sims Academy, we are committed to preparing our students to be part of the community's highly trained and educated workforce. The leadership team, faculty, and staff are excited to represent our school system as part of the community team which will explore opportunities that will allow our students to be career and college ready.

The mission of the Sims Academy is " To create a unique, career-focused environment that inspires all students to achieve work-ready results while promoting advanced educational opportunities." Therefore, we are pleased to collaborate with the Ford Next Generation Learning Community to transform teaching and learning while enhancing secondary experiences and improving business engagement for all Barrow County students.

Sims Academy is committed to preparing all students for post-secondary opportunities of the future. Preparing and engaging our secondary students to follow career pathways related to our local business and industry needs is crucial to the economic well-being of our community.

We understand that the future economic growth of our state and community depends on all community partners working together in unison to insure a well-educated workforce. Sims Academy will be better equipped to meet these challenges through fostering a partnership with the Ford Next Generation Learning Community.

Sincerely,


Douglas L. Blackwell, Ed. D.
Principal/CEO
Sims Academy of Innovation and Technology



STATE OF GEORGIA
Division of Family and Children Services

February 9, 2017

Dr. Chris McMichael, Superintendent
Barrow County School System
179 West Athens Street
Winder, Georgia 30680

Dear Dr. McMichael:

I wanted to thank you for inviting our agency to participate in the Ford Next Generation Strategic Planning. The work that is currently being accomplished within the Barrow County School System and Sims Academy is truly inspiring. Barrow County Department of Family and Services (BCDFCS) is proud to partner with you in this endeavor and willing to support your work as best we can.

The Barrow County Department of Family and Children Services is committed to the safety, self-sufficiency and well-being of our most vulnerable citizens. Recognizing that a strong community with a focus on education and workforce development will increase the opportunities for all citizens within the county, we are encouraged by the opportunities you are providing to students.

Part of our role in the community is to administer Medicaid, Supplemental Nutritional Assistance and Temporary Assistance for Needy Families. As mentioned previously we are here to assist Barrow County citizens on their path to self-sufficiency. We recognize the need for a strong strategic plan that provides a framework for Workforce Development and increasing partnerships for employment opportunities not only in Barrow County but our neighboring communities and region. Participating in planning sessions has allowed me the opportunity to see first hand how the community supports the work of Sims Academy. Additionally, I was able to attend a recent presentation on development and growth in Barrow County; Sims Academy was described as a strong component of what future employers are looking for as they select worksites. In my opinion the work towards the strategic plan will only increase awareness to future employers exploring this area.

If there is anything that we can do to continue to support your efforts please let me know.

Sincerely,

Mary Barrett Yancey
County Director

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Continuing Our Journey in Educational Excellence: Becoming a Ford Next Generation Learning (NGL) Community

Over the past two decades, the Ford Motor Company Fund has developed and tested several educational initiatives to support education transformation. Both business and educational institutions throughout the United States have embraced these initiatives.

Barrow County Schools received a grant to support efforts to become a Next Generation Learning Community. The grant was made possible through funds raised by Lt. Governor Casey Cagle to support college and career academies across the state. Barrow County Schools realized the importance of scaling the process to include K-12 education within the greater community; hence, the opportunity was opened to schools district-wide. The plan was embraced by the Board of Education, and the work began to complete the process to develop Barrow County Schools' strategic plan.

Ford Next Generation Learning

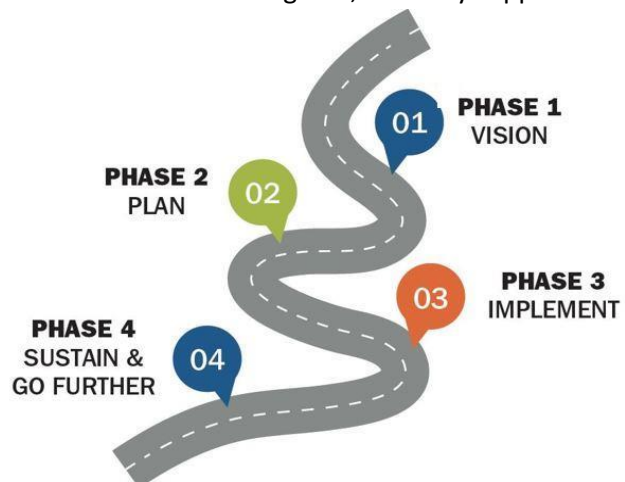
Becoming a Ford Next Generation Learning (NGL) Community allows local employers, educators, civic and community leaders to engage in conversations about collaborating, promoting, and sustaining educational programs that prepare the future workforce for Barrow County. Ford NGL blends the expertise of stakeholders within and across communities. There are four ongoing phases of the Ford NGL experience.

Phase 1 – Vision: Communities conduct a community assessment and deepen their understanding of Ford NGL.

Phase 2 – Plan: Communities develop three- to five-year Master Plans, using the Ford NGL framework and Essential Practices as their foundation.

Phase 3 – Implement: Communities develop their capacity across all three strands of the Ford NGL framework and implement their Master Plans.

Phase 4 – Sustain and Go Further: Communities continue to build capacity, collect and analyze data, and update their Master Plans. Communities take on an intentional mentoring role, and they support and are supported by other network communities.



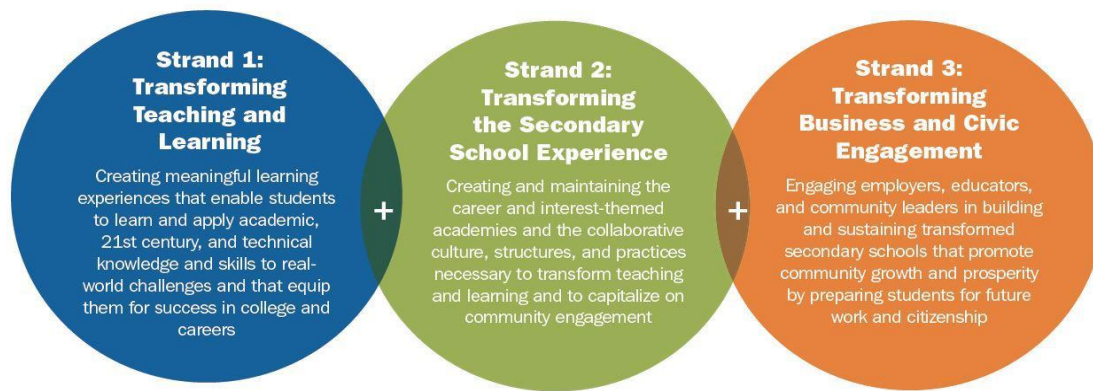
Ford NGL Framework

Three distinct but interconnected strands comprise the Ford NGL framework, which enables whole communities to design and carry out a long-term plan for revitalizing education.

Strand 1: Transforming Teaching and Learning: Creating meaningful learning experiences that enable students to apply academic knowledge to real-world challenges;

Strand 2: Transforming the Secondary School Experience: Creating and maintaining the career academies (and similar career-and interest-based programs) and the collaborative culture, structures, and practices necessary to transform teaching and learning and to facilitate community engagement; and

Strand 3: Transforming Business and Civic Engagement: Engaging employers, educators, and community leaders to collaborate in building and sustaining educational programs that promote community growth and prosperity by preparing students for future work and citizenship.



Career and interest-themed academies serve as the Ford NGL practice model for transforming the secondary school experience. As a strong advocate on behalf of academies, Ford NGL recognizes that most skilled employment now requires a foundation of academic, 21st century, and technical knowledge and skills that must be mastered in high school, as well as additional education beyond high school. We believe that the most successful approach for high schools is one that infuses the high expectations and academic rigor of college preparatory academic programs with the real-world relevance and rigor of CTE. Such an integrated approach also promotes, supports, and accelerates a smooth transition to postsecondary education.

What Ford NGL Values

Ford NGL comprises a network of mutually supportive communities that encourage one another to continuously improve. They seek opportunities to innovate and go further in their quest to increase student achievement, improve workforce and economic development outcomes, and ultimately achieve community prosperity.

The Ford NGL communities share a set of common values, which guide the communities' work and their contributions to the network. Our guiding principles include the following:

- Igniting passion: Ford NGL communities are committed to preparing all students for success in college, careers, and life, as well as helping students ignite their passion as lifelong learners.
- Cultivating trust: Ford NGL communities foster a culture of collaboration in which everyone—students, teachers, administrators, families, employers, postsecondary educators, and nonprofit and civic leaders—works together to build a climate of trust that welcomes all perspectives. The community stakeholders understand that in order to scale and sustain a successful career academy network, all stakeholders must be part of visioning, planning, implementing, sustaining, and going further.
- Demonstrating leadership: Ford NGL communities are committed to modeling the practices we seek to see in transformed classrooms. They don't take this role lightly— they understand the importance of cultivating student success and their obligation to demonstrate quality leadership.
- Encouraging innovation: Ford NGL communities are always learning and adapting, demonstrating flexibility, and promoting innovation.

Essential Practices

A set of Essential Practices for each strand provide specific guidance to help Ford NGL communities implement the model, addressing such questions as the following:

- What teaching strategies not only engage students in developing essential knowledge, skills, and dispositions but also spark a passion for lifelong learning?
- How should high schools be organized to create and sustain high-quality career and interest-themed academies that put students on pathways to productive and exciting futures?
- What are the elements of successful collaborations among educators, employers, and community leaders that support the scaling and sustaining of highly effective academies?

The Essential Practices for each strand are drawn from the strategies shown to be effective by successful Ford NGL communities. They offer a foundation for a Ford NGL master plan for other communities to follow in scaling and sustaining their own career and interest-themed academy networks. This approach

Essential Practices (cont.)

can be carried out through academies, which may take several forms, including multiple career academies and other themed programs within a large high school, single-themed small or large high schools, and early-college high schools (which typically blend high school with two years of college). Regardless of their specific structure, all effective programs share three key characteristics:

- The career or thematic program of study selected by the student leverages an area of personal interest and integrates it with core academic knowledge. This integrated program of study is offered within a small learning community.
- The academies are not stand-alone “boutique” programs but are part of a district strategy to offer a portfolio of approaches (“multiple pathways”) so that every student has the opportunity to choose a program that fits a personal interest.
- The programs offer extensive real-world contact with adults currently working in the field or area of interest, and they enable students to earn dual enrollment and/or articulated college-level credits while still in high school.

Benefits of the Ford NGL Network

Communities benefit from access to the Ford NGL network, which cultivates a spirit of innovation aimed at improving the practices used across our communities. Each Ford NGL community has a dedicated Ford NGL Coach, who supports and guides communities as they develop and implement a Ford NGL Master Plan to scale and sustain a career academy network and prepare students for high-skill, high-wage careers. Ongoing access to innovative approaches that emerge from the network help communities develop the local capacity to sustain community engagement and continue to transform the high school experience. Specific support includes the following:

- Seminars and workshops that introduce the Ford NGL framework and Essential Practices.
- A proven strategic planning process that provides a roadmap for phasing in the Essential Practices over three to five years.
- A dedicated Ford NGL Coach to guide and support the community through the strategic planning process.
- A guide to the process that includes examples of successful implementation and innovation.
- Access to innovative approaches and ongoing opportunities to collaborate with and learn from colleagues throughout the national Ford NGL network.
- The Leading Source (www.theleadingsource.org), an online learning center that provides an inside look at and access to the valuable tools and resources used by communities that have been successful in planning and implementing Ford NGL.
- Peer-to-peer mentoring support on specific Essential Practices.
- Professional development opportunities to build the capacity of community leaders and educators.

The Purpose

The primary purpose of the Sims Academy of Innovation and Technology Ford Next Generation Learning (NGL) Community Master Plan is to provide students with the skills and abilities to make a successful transition among various levels of the educational foundation they received within our system and prepare them for college and a career, whenever that transition might occur.

The Plan

The Sims Academy of Innovation and Technology Ford NGL Community Master Plan incorporates the District's regional economy and employment by industry sector and occupation, and describes an alignment of the District's programs with the state standards and the District's career-focused program structures. Barrow County College and Career Academy serves as a dynamic resource in the Barrow County school system's overall career-focused program. Current initiatives within the framework of career preparation include:

- Career focused lessons for all elementary school students
- Middle school career discovery courses and career portfolios
- High school graduation pathway completion requirement

The Plan (cont.)

- Industry certifications for CTAE programs, where available
- Advisory Councils for CTAE programs
- Assessment of student growth annually in all areas, including elective and career programs
- Universal student access to pathway opportunities; and
- Differentiated learning opportunities for students that include additional assistance and enrichment

The Barrow County School System is committed to preparing students to transition successfully from school to life. A significant part of that transition is the realization that ultimately every person needs to earn a living. A student that is prepared for work is prepared for life.

In the past, career education has catered to those students whose primary goal was to transition directly from school to work. While the education and training provided met the needs at that time, the focus on very specific jobs was narrow. Today, Barrow County Schools provides broader education and training to career pathways to include multiple disciplines and career goals, as opposed to specific jobs. The goal of the College and Career Academy is to continuously evolve to meet the needs of potential employers. Employers view skills such as communication, critical thinking, problem solving, and teamwork as essential prerequisites for work. The work of all teachers within our district is crucial in ensuring these skills are inherent in all our graduates.

The Process

Our Ford Next Generation Learning (NGL) Community is a community that is actively working together to implement the essential practices of the three strands. The following process was utilized to develop the contents of this document and garner support and input from all stakeholders:

On May 26, 2016, an Executive Stakeholder Team Meeting was held at the Sims Academy in Winder, Georgia. The objectives for this meeting were as follows:

- To develop strong familiarity with Barrow County's education vision, current assets and initiatives, and challenges;
- To develop understanding of the Ford Next Generation Learning (NGL) Community model; and
- To identify the community's strengths, weaknesses, opportunities, and threats (SWOT Analysis)
- To develop a roster of community stakeholders who would be valuable to the overall process. On June 9, 2016, a meeting of the broader Community Stakeholder Team was held at the College and Career Academy. The audience for this group included the larger stakeholder group identified by the Executive Stakeholder Team in its inaugural meeting. The objectives for this meeting were as follows:

The Process (cont.)

- To introduce the broader group to the Ford NGL framework and how Barrow County Schools will benefit from the community's involvement in transforming teaching and learning.
- To reiterate the findings of the Executive Stakeholder Team and to initiate the process of developing the Ford NGL Master Plan for the Barrow County community.
- To determine the makeup of individual strand teams and any additional members to be included in the Community Stakeholder Team. On August 16, 2016, a Master Plan Writing Institute was held at the College and Career Academy. To deepen the understanding of the three strands of the Ford NGL framework and how it can support the transformation of teaching and learning;
- To develop an understanding of how to begin the writing of the master plan;
- To work in strand team groups to begin writing the master plan. Numerous strand meetings were held over the next several weeks to review the essential practices, goals, and action steps to develop this five-year NGL Community Master Plan that will act as the Sims Academy of Innovation and Technology's strategic plan for 2016 to 2019. Following the work of the individual strand teams, the entire Community Stakeholder Team was brought back together to discuss finding, develop a timeline for implementation, and assign persons or groups responsible for the tactics developed in the tactical plan.
- The writing group, including all strand teams, met on September 15, 2016 at the College and Career Academy to select goals and begin the writing process for the action plans. Subsequently each of the strand teams wrote detailed action plans and uploaded to project management site Basecamp for review.
- The first draft of the Sims Academy strategic plan was presented on January 13, 2016

The Platform

Ford Next Generation Learning has as its foundational belief that community involvement in a school district is vital to the transformation of the educational experience for students and vital to increasing student engagement. Therefore, having the community involved in developing the strategic plan for Barrow County Schools is a way for all stakeholders to have a voice in the direction of the plan. When stakeholders include employers, government agencies, post-secondary partners, parents and school district members the resulting plan is one that reflects all the varied interests of those stakeholders and the shared vision and strategic direction that can be endorsed and supported by all.

The plan was developed during a series of meetings that began with an Executive Team workshop in May 2016. This meeting was to immerse the core team into the planning process by looking at specific accomplishments in the community over the past five years as well as participating in a SWOT (Strengths, Weaknesses, Opportunities and Threats). The team also was exposed to the foundation of Ford Next Generation Learning and three strands of the foundation, Transforming Teaching and Learning,

Transforming the School Experience and Transforming Community Engagement. This meeting led to a larger stakeholder meeting two weeks later in which nearly 40 community members participated.

The Platform (cont.)

The stakeholder meeting led to a deeper dive into the Ford NGL model as well as an examination of the Ford NGL Essential Practices, which are the success indicators embedded in the strands. The larger group was divided into three smaller groups for assessing the Barrow County School District relative to those success indicators.

The Process

Developing the strategic plan required the three teams to look back at the work that was done in the previous meetings. During the initial stakeholder meeting, there were broad categories developed through a consensus workshop that included areas of:

- Marketing and Awareness
- Work Based Learning
- Growth and Utilization
- Post-Secondary Partnerships
- Work Ready Graduates
- Shareholder Involvement and Responsibilities

These areas of focus served as one set of data points that the teams used to determine the areas of emphasis while writing the specifics of the plan. Another data set came from the Barrow County Strategic Direction document. The third set of data points were the Ford NGL Essential Practices.

The three teams with three areas of focus began the work of developing a picture of where the school district should direct the most attention over the next three years and to develop action plans to reflect that focus. Each team cross-walked the Ford NGL Self Assessment with the SACS recommendations and the community areas of concern to develop action plans that were designed to address the highest areas of need and to provide a road map for achieving improvement in specific areas.

The Plan

The plan is divided into three broad areas. They reflect several of the categories identified in the community meetings.

The areas are:

- Increase College and Career Readiness of All Students
- Develop Professional Development Opportunities for Teachers and Staff
- Increase the Level of Parent and Community Involvement

Sims Academy of Technology & Innovation Three-Year Strategic Plan (2017-2020) Executive Summary

The Sims Academy of Innovation and Technology was created to provide a unique, career – focused environment that inspires students to achieve work-ready results while promoting advanced educational opportunities, as noted in its mission statement. Additionally, this Academy is uniquely positioned to provide solutions to workforce and economic development issues in the region that surrounds Barrow County, Georgia. A group of concerned stakeholders, including residents, business partners, teachers and administrators, as well as local government leaders have combined forces in developing a unified strategy to help Sims Academy execute its mission and to address community needs, specifically to provide a workforce for existing and potential new businesses in the area. Beginning in May 2016, this group began meeting to develop a common understanding of needs, identify a framework to help address these needs, and to issue a work plan within the chosen framework to meet those needs. The Ford Next Generation Learning framework was chosen as a proven and effective means of identifying needs and the actions needed to address them.

The Strategic Plan that has been developed addresses the most important needs identified as priorities. Those needs are:

- Project-based learning for students
- Professional development of faculty
- Marketing of Sims Academy to both the community and business/ industry
- Increased partnership with civic groups and businesses

Each of these needs has been evaluated and a plan generated to address each of them over the next three years. The plan includes specific actions, timing, responsibility, and needed resources. The Ford NGL framework provides for both the development of this plan and the auditing of progress, so that sustainability through accountability is insured. This plan was designed to be consistent with and to support the Strategic Plan for the Barrow County School System.

Each of the categories contains one or more action plans that reference the specific district goal being addressed as well as the Ford NGL essential practice.

Sims Academy of Innovation and Technology Mission and Vision

Mission Statement:

To create a unique, career-focused environment that inspires all students to achieve work-ready results while promoting advanced educational opportunities.

Vision Statement:

Boldly committed to student success through partnerships, innovation and technology.



BCSS Snapshot of Barrow County

Operations				
Schools	14	8 Elementary	4 Middle	2 High
Programs	2	Sims Academy	BC Alt. Ed. Program	
Students	13,639			
Employees	1,684			
Community	Suburban community of 75,370 approximately 50 miles Northeast of Atlanta			
System	<ul style="list-style-type: none"> • 27th largest of Georgia's 180 Districts • Currently the 4th largest Charter System in GA • PK-12 Research Charter System designation 			

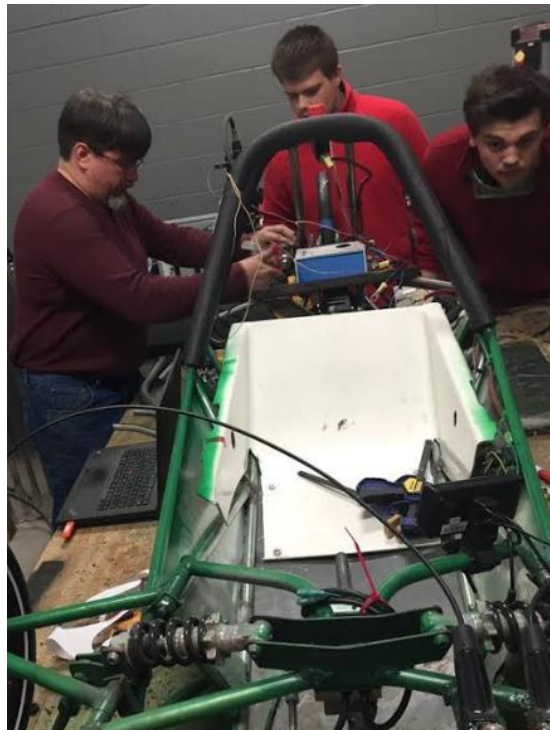


Demographics	
Economically Disadvantaged	56.0%
Gifted	8.2%
Special Education	13.8%
English Learners	8.7%
Demographic Breakdown	
Asian	4.6%
Black	12.8%
Hispanic	17.4%
White	59.8%
Multi-Racial	5.0%

BCSS Snapshot (cont.)

Student Achievement Highlights 2015-2016 % Developing or Higher									
	Grade 3 ELA	Grade 3 Math	Grade 5 ELA	Grade 5 Math	Grade 8 Math	HS Amer. Lit	HS Biology	Drop- out Rate	4-Year Grad rate
Barrow	74%	86%	78%	80%	79%	73%	77%	2.8%	83.9%
Georgia	67%	79%	75%	74%	76%	75%	66%	3.5%	79.2%

Staff Demographics 2016-2017			
	Total	Certified	Classified
African-American	96	43	53
American Indian	1	0	1
Asian	12	8	4
Pacific Islander	1	0	1
Hispanic	27	16	11
Multi-Racial	11	8	3
White	1564	1004	560
Totals	1712	1079	633



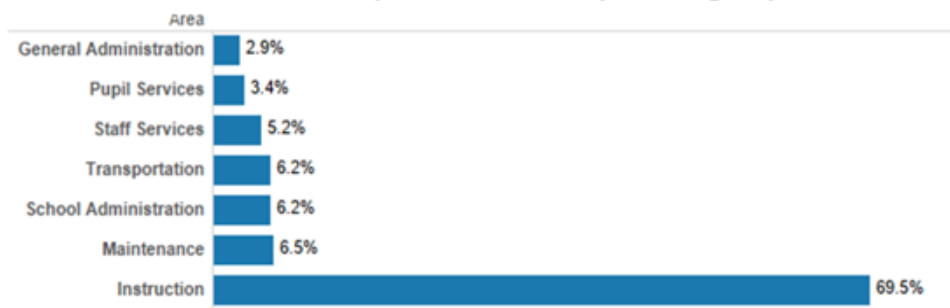
BCSS Snapshot (cont.)

Stewardship 2016			
Per Student	Revenue Per Student	Expenditures Per Student	Central Admin. Per Student Cost
State Average	\$9,237.52	\$9,013.36	\$397.85
Barrow	\$ 8,619.33	\$8,447.49	\$285.11
Ranking in State	#146 out of 180	#141 out of 180	#147 out of 180

Source of Revenue by Percentage

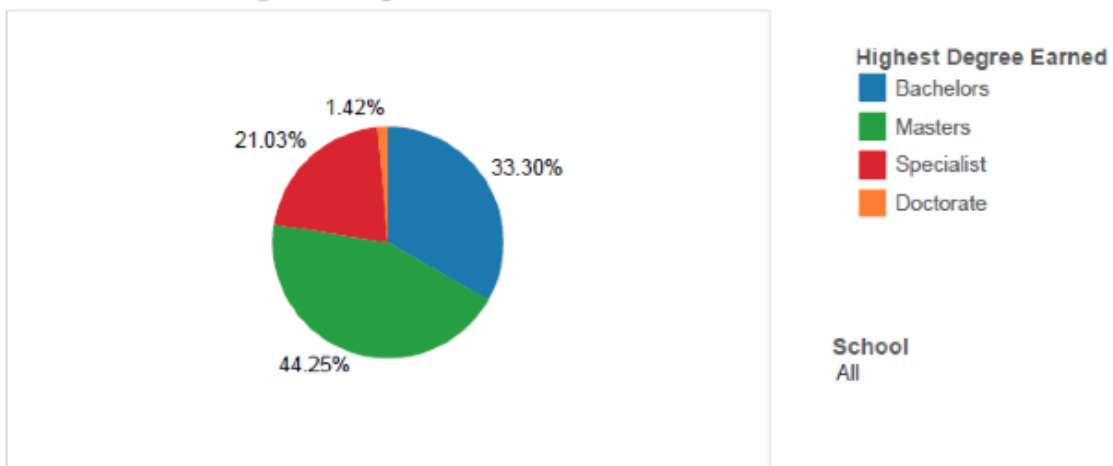


Breakdown of all Expenditures by Category



Teaching Staff

Highest Degree Earned



Population Summary	
2000 Total Population	46,144
2010 Total Population	69,367
2015 Total Population	72,961
2015 Group Quarters	290
2020 Total Population	76,850
2015-2020 Annual Rate	1.04%
Household Summary	
2000 Households	16,354
2000 Average Household Size	2.79
2010 Households	23,971
2010 Average Household Size	2.88
2015 Households	25,079
2015 Average Household Size	2.90
2020 Households	26,299
2020 Average Household Size	2.91
2015-2020 Annual Rate	0.95%
2010 Families	18,214
2010 Average Family Size	3.28
2015 Families	18,890
2015 Average Family Size	3.32
2020 Families	19,698
2020 Average Family Size	3.34
2015-2020 Annual Rate	0.84%
Housing Unit Summary	
2000 Housing Units	17,304
Owner Occupied Housing Units	71.4%
Renter Occupied Housing Units	23.1%
Vacant Housing Units	5.5%
2010 Housing Units	26,400
Owner Occupied Housing Units	70.1%
Renter Occupied Housing Units	20.7%
Vacant Housing Units	9.2%
2015 Housing Units	27,539
Owner Occupied Housing Units	67.0%
Renter Occupied Housing Units	24.0%
Vacant Housing Units	8.9%
2020 Housing Units	28,913
Owner Occupied Housing Units	66.8%
Renter Occupied Housing Units	24.2%
Vacant Housing Units	9.0%
Median Household Income	
2015	\$54,227
2020	\$60,135
Median Home Value	
2015	\$119,390
2020	\$135,461
Per Capita Income	
2015	\$21,744
2020	\$24,416
Median Age	
2010	33.7
2015	34.8
2020	35.2

Data Note: Household population includes persons not residing in group quarters. Average Household Size is the household population divided by total households. Persons in families include the householder and persons related to the householder by birth, marriage, or adoption. Per Capita Income represents the income received by all persons aged 15 years and over divided by the total population.

Source: U.S. Census Bureau, Census 2010 Summary File 1. Esri forecasts for 2015 and 2020. Esri converted Census 2000 data into 2010 geography.

2015 Households by Income	
Household Income Base	25,079
<\$15,000	12.4%
\$15,000 - \$24,999	7.8%
\$25,000 - \$34,999	9.7%
\$35,000 - \$49,999	13.8%
\$50,000 - \$74,999	25.0%
\$75,000 - \$99,999	16.8%
\$100,000 - \$149,999	10.1%
\$150,000 - \$199,999	2.7%
\$200,000+	1.7%
Average Household Income	\$63,157
2020 Households by Income	
Household Income Base	26,299
<\$15,000	11.3%
\$15,000 - \$24,999	5.7%
\$25,000 - \$34,999	7.7%
\$35,000 - \$49,999	12.7%
\$50,000 - \$74,999	24.3%
\$75,000 - \$99,999	20.2%
\$100,000 - \$149,999	12.6%
\$150,000 - \$199,999	3.5%
\$200,000+	2.0%
Average Household Income	\$71,250
2015 Owner Occupied Housing Units by Value	
Total	18,461
<\$50,000	4.6%
\$50,000 - \$99,999	27.6%
\$100,000 - \$149,999	45.8%
\$150,000 - \$199,999	11.0%
\$200,000 - \$249,999	4.4%
\$250,000 - \$299,999	2.0%
\$300,000 - \$399,999	2.1%
\$400,000 - \$499,999	1.1%
\$500,000 - \$749,999	1.0%
\$750,000 - \$999,999	0.1%
\$1,000,000 +	0.2%
Average Home Value	\$135,732
2020 Owner Occupied Housing Units by Value	
Total	19,311
<\$50,000	3.3%
\$50,000 - \$99,999	19.1%
\$100,000 - \$149,999	38.9%
\$150,000 - \$199,999	16.3%
\$200,000 - \$249,999	8.9%
\$250,000 - \$299,999	4.3%
\$300,000 - \$399,999	4.0%
\$400,000 - \$499,999	2.0%
\$500,000 - \$749,999	2.6%
\$750,000 - \$999,999	0.4%
\$1,000,000 +	0.1%
Average Home Value	\$168,918

Data Note: Income represents the preceding year, expressed in current dollars. Household income includes wage and salary earnings, interest dividends, net rents, pensions, SSI and welfare payments, child support, and alimony.

Source: U.S. Census Bureau, Census 2010 Summary File 1. Esri forecasts for 2015 and 2020. Esri converted Census 2000 data into 2010 geography.

2010 Population by Age	
Total	69,367
0 - 4	8.4%
5 - 9	8.1%
10 - 14	7.4%
15 - 24	12.6%
25 - 34	15.5%
35 - 44	15.0%
45 - 54	13.6%
55 - 64	10.0%
65 - 74	5.6%
75 - 84	2.7%
85 +	1.0%
18 +	71.8%
2015 Population by Age	
Total	72,961
0 - 4	8.0%
5 - 9	8.0%
10 - 14	7.6%
15 - 24	12.3%
25 - 34	14.4%
35 - 44	14.9%
45 - 54	13.3%
55 - 64	10.7%
65 - 74	7.0%
75 - 84	2.9%
85 +	1.0%
18 +	72.6%
2020 Population by Age	
Total	76,850
0 - 4	7.7%
5 - 9	8.0%
10 - 14	8.1%
15 - 24	11.9%
25 - 34	14.0%
35 - 44	15.0%
45 - 54	12.5%
55 - 64	11.0%
65 - 74	7.5%
75 - 84	3.3%
85 +	1.0%
18 +	72.0%
2010 Population by Sex	
Males	34,208
Females	35,159
2015 Population by Sex	
Males	36,084
Females	36,877
2020 Population by Sex	
Males	38,041
Females	38,809

Source: U.S. Census Bureau, Census 2010 Summary File 1. Esri forecasts for 2015 and 2020. Esri converted Census 2000 data into 2010 geography.

2010 Population by Age	
Total	69,367
0 - 4	8.4%
5 - 9	8.1%
10 - 14	7.4%
15 - 24	12.6%
25 - 34	15.5%
35 - 44	15.0%
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2020 Population by Sex	
Males	38,041
Females	38,809

Source: U.S. Census Bureau, Census 2010 Summary File 1. Esri forecasts for 2015 and 2020. Esri converted Census 2000 data into 2010 geography.

2010 Population by Race/Ethnicity	
Total	69,367
White Alone	78.8%
Black Alone	11.4%
American Indian Alone	0.3%
Asian Alone	3.4%
Pacific Islander Alone	0.1%
Some Other Race Alone	3.7%
Two or More Races	2.3%
Hispanic Origin	8.7%
Diversity Index	46.6
2015 Population by Race/Ethnicity	
Total	72,961
White Alone	77.8%
Black Alone	11.3%
American Indian Alone	0.3%
Asian Alone	3.8%
Pacific Islander Alone	0.1%
Some Other Race Alone	4.1%
Two or More Races	2.6%
Hispanic Origin	9.6%
Diversity Index	48.7
2020 Population by Race/Ethnicity	
Total	76,850
White Alone	76.3%
Black Alone	11.6%
American Indian Alone	0.4%
Asian Alone	4.3%
Pacific Islander Alone	0.1%
Some Other Race Alone	4.4%
Two or More Races	2.9%
Hispanic Origin	10.4%
Diversity Index	51.4
2010 Population by Relationship and Household Type	
Total	69,367
In Households	99.6%
In Family Households	89.0%
Householder	26.3%
Spouse	19.7%
Child	35.1%
Other relative	5.1%
Nonrelative	2.8%
In Nonfamily Households	10.6%
In Group Quarters	0.4%
Institutionalized Population	0.2%
Noninstitutionalized Population	0.2%

Data Note: Persons of Hispanic Origin may be of any race. The Diversity Index measures the probability that two people from the same area will be from different race/ethnic groups.

Source: U.S. Census Bureau, Census 2010 Summary File 1. Esri forecasts for 2015 and 2020. Esri converted Census 2000 data into 2010 geography.



2015 Population 25+ by Educational Attainment	
Total	46,833
Less than 9th Grade	6.5%
9th - 12th Grade, No Diploma	10.2%
High School Graduate	26.4%
GED/Alternative Credential	7.7%
Some College, No Degree	22.5%
Associate Degree	9.3%
Bachelor's Degree	12.1%
Graduate/Professional Degree	5.4%
2015 Population 15+ by Marital Status	
Total	55,779
Never Married	27.4%
Married	55.1%
Widowed	5.4%
Divorced	12.1%
2015 Civilian Population 16+ in Labor Force	
Civilian Employed	90.3%
Civilian Unemployed	9.7%
2015 Employed Population 16+ by Industry	
Total	31,570
Agriculture/Mining	0.8%
Construction	7.0%
Manufacturing	12.6%
Wholesale Trade	4.5%
Retail Trade	14.3%
Transportation/Utilities	5.3%
Information	2.1%
Finance/Insurance/Real Estate	5.3%
Services	43.6%
Public Administration	4.3%
2015 Employed Population 16+ by Occupation	
Total	31,570
White Collar	55.9%
Management/Business/Financial	11.0%
Professional	16.4%
Sales	12.7%
Administrative Support	15.9%
Services	18.0%
Blue Collar	26.0%
Farming/Forestry/Fishing	0.1%
Construction/Extraction	5.9%
Installation/Maintenance/Repair	5.7%
Production	7.1%
Transportation/Material Moving	7.3%

Source: U.S. Census Bureau, Census 2010 Summary File 1. Esri forecasts for 2015 and 2020. Esri converted Census 2000 data into 2010 geography.

2010 Households by Type	
Total	23,971
Households with 1 Person	18.8%
Households with 2+ People	81.2%
Family Households	76.0%
Husband-wife Families	57.0%
With Related Children	29.7%
Other Family (No Spouse Present)	19.0%
Other Family with Male Householder	5.6%
With Related Children	3.5%
Other Family with Female Householder	13.4%
With Related Children	8.8%
Nonfamily Households	5.2%
All Households with Children	42.6%
Multigenerational Households	6.2%
Unmarried Partner Households	6.8%
Male-female	6.1%
Same-sex	0.7%
2010 Households by Size	
Total	23,971
1 Person Household	18.8%
2 Person Household	30.8%
3 Person Household	19.1%
4 Person Household	16.6%
5 Person Household	8.6%
6 Person Household	3.5%
7 + Person Household	2.5%
2010 Households by Tenure and Mortgage Status	
Total	23,971
Owner Occupied	77.2%
Owned with a Mortgage/Loan	63.6%
Owned Free and Clear	13.6%
Renter Occupied	22.8%

Data Note: Households with children include any households with people under age 18, related or not. Multigenerational households are families with 3 or more parent-child relationships. Unmarried partner households are usually classified as nonfamily households unless there is another member of the household related to the householder. Multigenerational and unmarried partner households are reported only to the tract level. Esri estimated block group data, which is used to estimate polygons or non-standard geography.

Source: U.S. Census Bureau, Census 2010 Summary File 1. Esri forecasts for 2015 and 2020. Esri converted Census 2000 data into 2010 geography.

Sims Academy of Innovation & Technology Overview

The State of Georgia has invested approximately \$105 million to build college and career academies. Sims Academy of Innovation and Technology (Sims Academy), established in 2014, is one of 37. Sims Academy focuses on developing workforce ready students who will have an advanced understanding of careers in high-paying industries such as robotics, culinary arts, broadcast video, and marketing while building an entrepreneurship foundation. The mission is to create a unique, career-focused environment that inspires all students to achieve work-ready results while promoting advanced educational opportunities. Key components to the success of Sims Academy is community/business support, strong postsecondary partnerships with a focus on soft skills, and economic development.

At Sims Academy, student achievement is reinforced through small learning communities and a variety of support services that enable students to complete college entrance requirements. Those who choose to attend Sims Academy can acquire the skills and experience necessary for entering the workplace or matriculate to college/university. Sims Academy students are provided a career-focused education that includes development of work ethics, leadership and problem-solving skills which are necessary for the attainment of success in a 21st century workplace.

Below are the current career clusters offered at Sims Academy:

- Engineering/Manufacturing
- Biotechnology
- Information Technology
- Architecture and Construction
- Agricultural, Food, and Natural Resources
- Marketing
- Culinary Arts
- Hospitality and Tourism
- Arts, AV Technology and Communication
- Transportation

Sims Academy of Innovation and Technology Career Clusters



Career Training Sponsorship Organizations (CTSOs)

Georgia's Career Clusters allow students to choose an area of interest in high school from 17 different clusters. Students take classes tailored to their cluster, which helps them navigate their way to greater success –no matter what they choose to do after high school graduation. Each cluster will include multiple career pathways. The aim of the program is to show students the relevance of what they're learning in the classroom, whether they want to attend a two-year college, a four-year university or go straight into the world of work. Students will begin to learn about potential careers in elementary and middle school so that they are ready to choose a pathway once they reach high school. Georgia's initiative is based on the national Career Cluster model.



Action Plans

Transforming Teaching and Learning

Community: Barrow County Schools – Sims Academy

Strand 1: Transforming Teaching & Learning

Essential Practice: 1.3. Description: Professional development is dedicated to supporting implementation of the Ford NGL Teaching and Learning Pillars.

Aligns with district strategic plan strategy or goal number(s): _Improvement Goal Area #1

Target school year for implementation: 2016-2018

Strategy

1.1.3 & 1.3.3 -All Sims CTAE and academic teachers will use project-based instruction to improve student academic performance and college and career readiness.

EP Features

1.1.3 – Serving as facilitators, teachers guide students in carrying out in-depth, long-term projects through which students both learn and apply essential knowledge and skills. Projects culminate in products or presentations, or exhibitions of students’ investigations and results.

1.3.3. – Professional development focuses on specific content and teaching strategies; teachers engage in the same kinds of learning that students will experience.

Desired Outcome(s)

Project-based learning is visible in all classrooms and lesson plans reflect project-based learning.

Population Focus

Teachers

Anticipated Start and Completion Dates

January 2017-May 2018

Evaluation/Evidence of Completion

- Professional Development Sign-in Sheets
- Lesson plans and classroom strategies that incorporate project-based learning
- Teacher evaluation system

Transforming Teaching and Learning (cont.)

Needed from community

- Possible funding to cover training
- Trainers

Action Steps to Implement Strategy

1. Determine the trainers/facilitators (in-county, RESA, DOE, outside training organizations) – January 2017-May 2017
2. Determine needed funding and opportunities to raise funds – January 2017-May 2017
3. Develop a training/professional development plan with dates and desired outcomes – August 2017-March 2018
4. Implementation of project-based learning in classroom practices – September 2017-May 2018

Professional Development Potentially Required

Potential send a person to a training – potential train-the-trainer

Transforming the Secondary School Experience: Sims Academy

Community: Barrow County Schools – Sims Academy

Strand 2: Transforming the Secondary School Experience

Essential Practice: School leadership and instructional staff recognize and prioritize professional development and form communities of practice committed to shared learning to support the school's academics and transform everyone's practice.

Description: With the focus upon implementing and maintaining high quality academies, school staff shares a common passion and concern for the success of their academy students. School leadership ensures that professional development is carefully planned, sustained, evaluated, and continually improved. In order to ensure success, school staff shares knowledge, expertise, practices, approaches, and instructional perspectives through on-going, intentional interaction.

Aligns with district strategic plan strategy or goal number(s): Strengthen partnerships to sustain a culture of participation, engagement, and commitment to education.

Target school year for implementation: 2016-2017

Strategy

All Academy teachers participate in professional development needs meeting both short and long- term goals

EP Feature

School leaders work collaboratively with instructional staff to determine the focus for professional development over an extended period of time, and engage business and community partners in planning professional development. School leaders and teachers agree to incorporate professional development activities into individual teachers' annual professional growth plan.

Desired Outcome(s)

Effective industry and CTAE blended instruction

Population Focus

Academy teachers

Anticipated Start and Completion Dates

Ongoing - continuous process

Annually

May 2017

Evaluation/Evidence of Completion

- Teacher Work Day
- Teacher Externships as Professional Development
- Teacher Keys Effectiveness System
- Evaluations

Transforming the Secondary School Experience: Sims Academy (cont.)

Needed from community

Partnerships with businesses in the following industries:

- Engineering/Manufacturing
- Biotechnology
- Information Technology
- Architecture and Construction
- Agricultural Education
- Marketing
- Culinary Arts
- Hospitality & Tourism
- Arts, A/V Technology and Communication
- Transportation

Business will provide externships for teachers and potential internships for students as well as serve as Advisory Committee Members

Action Steps to Implement Strategy

1. Identify list of targeted industries – February 2017
2. Invite Industries to Academy for Open House – April 2017-September 2017
3. Explain vision of professional learning plan – April 2017-September 2017
4. Accept commitments from industries – September 2017
5. Pair teachers to committed industries – October 2017-May 2018

Professional Development Potentially Required

Discussion with industry concerning class standards
Define partnerships

Transforming the Secondary School Experience: BCSS

Community: Barrow County School System

Strand 2: Transforming the Secondary School Experience

Essential Practice: School district and post-secondary institutions work collaboratively for the benefit of academy students.

Description: The school district actively supports and holds leaders accountable for high school transformation using the model.

Aligns with district strategic plan strategy or goal number(s): Strengthen

Target school year for implementation: 2016-2017

Strategy

Sims Academy will partner with area colleges to promote post-secondary opportunities.

EP Feature

Colleges and/or technical centers coordinate with school districts staff to plan and host campus special events, such as career days, specific career program visits, student competitions, and career focused educational summer camps or retreats.

Desired Outcome(s)

Students are exposed to a variety of college and career opportunities based on their goals and interest areas.

Population Focus

Academy Students

Anticipated Start and Completion Dates

Ongoing – continuous process

Annually

Evaluation/Evidence of Completion

- Host college informational events for specific programs
- Careers days for specific Sims programs, job shadow days
- Highlight opportunities for individual and team competitions within program areas – recognition of accomplishments

Transforming the Secondary School Experience: BCSS (cont.)

Needed from community

- Guest speakers
- College participation
- Judges for competitions
- Volunteers

Action Steps to Implement Strategy

1. Create schedule for colleges to attend – March 2017
2. Planning career days for Focus on the Future Week – November 2017
3. Develop relationships with business/industry – March 2017-May 2018
4. Articulation agreements with colleges with common pathways – August 2017-May 2018

Professional Development Potentially Required

Academy instructors should be educated in local college area programs that link to their pathways (degrees, certifications, etc.)

Transformation through Business and Civic Engagement

Community: Barrow County

Strand 3: Transformation through Business and Civic Engagement

Essential Practice: 3.6. Description: The Master Plan Partnership makes it an ongoing priority to raise awareness and engage students, family members, employers, postsecondary educators, and political leaders in actively supporting the district's secondary school transformation. At the same time, the Partnership supports activities that bring the business community into direct contact with students and educators through externships, work-based learning, and classroom visits.

Aligns with district strategic plan strategy or goal number(s): 1. Build a sense of community and pride among all stakeholders, 3. Strengthen partnerships to sustain a culture of participation, engagement, and commitment to education, 4. Proactively manage system growth

Target school year for implementation: 2018

Strategy

The Master Plan Partnership supports the development of a marketing plan to build awareness, support, and active participation among family members, students, and the business and education communities.

EP Feature

Local marketing plan

Desired Outcome(s)

- Increased level of industry support
- Increased level of student attendees
- Increased parent/student engagement
- Develop sustainable external funding sources

Population Focus:

- Students
- Parents
- Industry
- Community

Anticipated Start and Completion Dates

February 2017

Evaluation/Evidence of Completion

Review survey data prior to project start and compare with projected measures and attained project results.

Transformation through Business and Civic Engagement (cont.)

Needed from Community

- Participation
- GA Power
- Solvay
- Sims Academy
- Economic Development
- Others TBD by marketing committee

Action Steps to Implement Strategy

1. Identify Marketing Plan development team – February 2017
2. Facilitate meeting to discuss plan – February –May 2017
3. Data collection/stakeholder input – February – May 2017
4. Draft plan to submit to Sims Board – August/September 2017
5. Final Marketing Plan – October/November 2017

Professional Development Potentially Required

- Training for Marketing Plan Team
- Data analysis training for plan team members

Ford NGL Steering Committee

Strand Team 1

Leader – Beth Parks/BCSS

Douglas Blackwell/BCSS/Sims Academy

Tommy Jennings/ Community Partner

Debi Krause/ Community Partner

Sherri Perry/BCSS

Lynn Stevens/BCSS

Strand Team 2

Leader – Michael Parks/BCSS

Gwen Hill/Business Partner

Lisa Maloof/Community Partner

Susan Kristol/Community Partner

Don Wildsmith/Community Partner

Al Darby/BCSS

Jennifer Martin/BCSS

Laura May/ Business Partner

Strand Team 3

Leader - Joe Vogt/ Business Partner

Suzanne Angle/BCSS

Debbie Burgamy/Community Partner

Guy Herring/Community Partner

Jan Masingill/BCSS

David Maynard/ Community Partner

Chris McMichael/BCSS

Angela Willingham/Community Partner

Adam Emrich/ Business Partner

Melinda Kay/BCSS

Additional Participants

Michelle Yawn/Community Partner

Mary Barrett Yancey/Community Partner

Lynn Stanelle/Community Partner

Laurie Healan/Community Partner

Pat Graham/Community Partner

Carol Cofer/Community Partner

Dan Magee/Community Partner

Michelle Gilreath/Business Partner

Connie Wehunt/BCSS

Tim Simpson/Business Partner

Bobbie Metheny/Business Partner

Teresa Davis/Community Partner

Sims Academy of Innovation and Technology

School Year	2016-2017	
Principal	Dr. Douglas L. Blackwell	
Title 1 - Schoolwide		N
Title 1 - Targeted Assistance		N
Non-Title 1		N
Date of Title 1 Parent Informational Meeting		
Date of Federal Program Stakeholder Needs Assessment		
Date of Approval by School Governance Team		
Date of Initial Submission to BOE		
Date of BOE Feedback		
Date of Final Approval by Executive Cabinet		
	State of Georgia Accountability Status	
	Reward - Highest Performing	N
	Reward - Highest Progress	N
	Priority School	N
	Focus School	N
	Graduation Alert School	N
	Subgroup Alert School	N

Signatures

6/16/2016	Dr. Douglas L. Blackwell
Date	Principal
Date	Superintendent

Mission Statement: To create a unique, career-focused environment that inspires all associates to achieve work-ready results while promoting advanced educational opportunities.

Vision Statement: Boldly committed to associate success through partnerships, innovation, and technology.

**Sims Academy of Innovation and Technology
2016-2017 Program Improvement Plan**

District Strategic Goal Area District Performance Object 1 Charter Area of Focus	Goal Area 1 - associate Achievement	
	Goal Area 1 - associate Achievement: A - Ensure mastery of Common Core Georgia Performance Standards	
	Critical Thinking Skills	

Increase Academic Achievement for all associates

SMART Goal	School Keys Strands	Actions, Strategies, Interventions	Timeline	Estimated Costs	Person(s) Responsible	Evaluation of Implementation and Impact on associate Learning	
						Artifacts	Evidence
Increase associate passing percentage on EOPAs to 30% based on FY16 data.	Curriculum Planning	Utilize appropriate test prep materials (instructor-created or industry prepared)	Bi-Monthly in the classroom	Vary by program	CTAE instructors	Lesson Plans and Test Prep Materials	Scores from test prep materials
	Curriculum Planning/Assessment	Instructor Collaboration on EOPA Strategies with home high schools	2016-2017	N/A	CTAE instructors/School Administrators	Sign-In Sheets/POW PDF	EOPA Scores
	Curriculum Planning	Crosswalks created by instructors and utilized to prepare for EOPAs	2016-2017	N/A	CTAE instructors	Crosswalk Document	EOPA Scores
	Assessment	Review domain gaps from previous test administration	December 2016/ May 2017	N/A	AP/CTAE instructors	Past EOPA Score Reports	Improve EOPA Domain Scores
Increase the percentage of associates scoring at or above the proficient level on the Biology Milestone Assessment by 25%.	Assessment	Collabroate with the home high school biology instructors on lesson plans and assesments	2016-2017	N/A	Biology instructor	Lesson Plans and common assesments	2016-2017 Biology GMA test results
	Instruction	Utilize data from test results to enhance instruction in Biology	2016-2017	N/A	Biology instructor	GMA Biology data	Lesson Plans
Integrate Math and Literacy strategies into weekly lesson plans in all subjects	Curriculum Planning/ Instruction	Professional Learning on Math and Literacy strategies	2016-2017	N/A	All instructors	Sign-In Sheets	Lesson Plans
Increase the number of associates participating in Work-Based Learning by 20%	Instruction	Promote WBL opportunities in all CTAE classes	2016-2017	N/A	All CTAE instructors/Work-Based Learning Coordinator	Lesson Plans	# of associate requests
	Instruction	Increase # of businesses represented on program specific advisory committees	2016-2017	N/A	All CTAE instructors/CTAE Support Specialist	Advisory Committee Membership List	# of businessses that attend advisory committee meetings
	Instruction	Industry Tours of Local Business Partners	2016-2017	Bus/Van Costs Per Trip	CTAE instructor	Bus Roster	# of associate requests
Cross Curricular Integration projects twice a semester	Instruction	Collaboration among academy instructors	2016-2017	N/A	All instructors	Lesson Plans	Completed Projects

**Sims Academy of Innovation and Technology
2016-2017 Program Improvement Plan**

District Strategic Goal Area		Goal Area 1 - associate Achievement
District Performance Object	1	Goal Area 1 - associate Achievement: A - Ensure mastery of Common Core Georgia Performance Standards
Charter Area of Focus		Critical Thinking Skills

Increase Academic Achievement for all associates

SMART Goal	School Keys Strands	Actions, Strategies, Interventions	Timeline	Estimated Costs	Person(s) Responsible	Evaluation of Implementation and Impact on associate Learning	
						Artifacts	Evidence
The instructional plan is designed using research-based best practices	Instruction	Meet State DOE requirements	2016-2017	N/A	All instructors	Lesson Plans, TKES Observation	Evidence from classroom observation forms, associate work with instructor commentary, associate test results on formative and summative assessments

**Sims Academy of Innovation and Technology
2016-2017 Program Improvement Plan**

District Strategic Goal Area

Goal Area 2 - Stakeholder Engagement

District Performance Object 1

Goal Area 2 - Stakeholder Engagement: B - Foster associate engagement

Charter Area of Focus

Increase the number of business partnerships

SMART Goal	School Keys Strands	Actions, Strategies, Interventions	Timeline	Estimated Costs	Person(s) Responsible	Evaluation of Implementation and Impact on associate Learning	
						Artifacts	Evidence
Increase the number of business partnerships for each CTAE program by 2 for the 2016-2017 school year	Family & Community Engagement	Each course has at least <small>one business partner in the</small> classroom on a monthly basis	2016-2017 - monthly	N/A	Principal, CTAE <small>Instructors,</small> CTAE Support Specialist	Lesson Plans/ Guest speaker approval	Use of partner in daily lesson activity
	Family & Community Engagement	Utilize advisory committees to make recommendations on equipment purchases and best practices in industry	2016-2017	N/A	Principal, CTAE Director, & CTAE Instructors	Advisory Meeting Agenda	Purchases made based on discussion during advisory board meeting
	Family & Community Engagement	Utilize business partners to teach employability/soft skills twice a semester	2016-2017	N/A	CTAE Instructors	Lesson plans	Class activities/instruction
	Family & Community Engagement	Increase the number of different businesses offering job shadowing and work-based learning opportunities	2016-2017	N/A	Principal, CTAE Instructors, CTAE Support Specialist, WBLcoordinator	Business Contacts	Increased numbers in WBL program
	Family & Community Engagement	Provide opportunities for business partners to supply additional support to CTSOs including training, judging, financial needs, equipment needs, etc.	2016-2017	N/A	CTSO Instructors	CTSO involvement	Partners used during CTSO meetings, competitions on local and state level
	Family & Community Engagement	Utilize the Ford NGL partnership to seek new business partners	2016-2017	Funded	Principal, SGT	Completed NGL plan	Using plan as a guide to maximize the impact Sims Academy can provide the community and our associates
Provide industry-specific professional learning to instructors through business partnerships	Professional Learning	Work with Chamber of Commerce to develop pathway specific tours for each CTAE pathway	Fall 2016	N/A	CTAE Director/CTAE <small>Instructors/CTAE</small> Support Specialist	Tour Guide per Pathway	Used in instructors lesson to provide career related <small>issues and needs to help prepare associates for the</small> workforce in their pathway of choice
	Professional Learning	Provide instructors in Industry Program for instructors to job shadow	Summer 2017	\$100 stipend per day	CTAE Director	instructors in Industry Program Application	Attend/Document job shadow opportunity through <small>instructors in Industry Program</small>
Incorporate Soft Skills training into daily classroom instruction	Professional Learning	Provide instructors with a weekly skill to teach.	2016-2017	N/A	All staff members	GA Best Programs, Lesson Plans, TKES Evaluations	During classroom visits an associate should great all visitors with a brief overview of the daily classroom activities.

**Sims Academy of Innovation and Technology
2016-2017 Program Improvement Plan**

District Strategic Goal Area

Goal Area 3 - Organizational Effectiveness

District Performance Object 1

Goal Area 3 - Organizational Effectiveness: B - Ensure effective efficient and transparent continuous improvement process

Charter Area of Focus

Effective Use of Technology

Increase opportunities for associates to attend classes at Sims Academy.

SMART Goal	School Keys Strands	Actions, Strategies, Interventions	Timeline	Estimated Costs	Person(s) Responsible	Evaluation of Implementation and Impact on associate Learning	
						Artifacts	Evidence
Anually increase associate enrollment at Sims by 15%	Planning/Organization / Family & community	*Visit MS/HS to recruit associates - Registration/Open House	2016-2017	Bus Transportation	CTAE instructors	Classroom Visit Schedule	Registration Numbers/Sign in Sheets
	Planning/Organization	*Advisor/Counselor Training	2016-2017	N/A	School Administration and Staff	Meeting Minutes	Course Registration/Pathway Completers
	Planning/Organization	*Pair Sims Offerings with associate Interest on registration sheets	2016-2017	N/A	Principal / APA / Teacher As Advisor	Documents provided to associates parents, etc.	associate enrollment in multiple pathways paired together with intent
Establish a means of financial, marketing, and promotional support of Sims activities	Planning and Support	Establish guidelines for Board of Directors involvement and develop a potential list of members	2016-2017	N/A	Principal	Sims Academy By-Laws	Members of the Board of Directors

**Sims Academy of Innovation and Technology 2016-
2017 Balanced Scorecard**

Goal Area	SMART Goal/Performance Measure	2014	2015	2016	Target 2017	Actual 2017
(Goal Area 1) - associate Achievement: A - Ensure mastery of Common Core Georgia Performance Standards	Increase associate passing rate on EOPAs to 30% based on FY16 data.	N/A	67%	29.60%	30%%	
	Increase the percentage of associates scoring at or above the proficient level on the Biology Milestone Assessment by 25%.	N/A	N/A	13	16	
	Integrate Math and Literacy strategies into weekly lesson plans in all subjects	N/A	N/A	n/a	all	
	Increase the number of associates participating in Work-Based Learning by 20%	N/A	N/A	50	60	
	Cross Curricular Integration projects twice a semester	N/A	N/A	N/A	2	
	The instructional plan is designed using research-based best practices	N/A	N/A	N/A	all	
(Goal Area 2) - Stakeholder Engagement: B - Foster associate engagement	Increase the number of business partnerships for each CTAE program by 2 for the 2016-2017 school year	N/A	N/A	Varies	+2	
	Provide industry-specific professional learning to instructors through business partners	N/A	N/A	N/A	opportunitites	
(Goal Area 3) - Organizational Effectiveness: B - Ensure effective efficient and transparent continuous improvement process	Increase associate enrollment at Sims by 15%	N/A				
	Establish a means of financial, marketing, and promotional support of Sims activities	N/A	Established	Established	Utilize	



Professional Learning Plan

Sims Academy of Innovation and Technology

2016-2017

Section 1: Description

Provide a paragraph describing the purpose of the course. Identify the school improvement goal(s) addressed by this PL course. Identify the associate achievement goals that will be addressed.

This course will address many aspects of the School Improvement Plan by guiding instructors while implementing the strategies of a standards based classroom at Sims Academy. Applying the objectives of a standards based classroom will equip instructors with the tools necessary to create in-depth lesson planning, opportunities to increase the DOK of projects, and overall enhance associate achievement. The goals of this course include 1) Supporting instructors for effective planning using a template 2) Increase the percent of associates passing the EOPA to 65% for the testing period; 3) Integrate math and literacy strategies into weekly plans 4) Develop cross curricular projects with different subject 5) Provide a complete understanding of TKES in order for instructors to understand the expectations of classroom instruction and management.

Section II: Improvement Practices/Competencies to be Demonstrated

List the instructional practices that should be enhanced or improved as a result of participation in this course.

What will instructors learn/be able to do as a result of these professional learning activities?

How will associate achievement be improved as a result of these professional learning activities?

The course will improve all the instructional practices used by the instructors. A standards based classroom provides multiple instructional practices that instructors would be able to utilize in their class. Those strategies include 1) Applying Research in the Classroom 2) Identifying Similarities and Differences 3) Summarizing and Note Taking 4) Effort and Recognition 5) Homework and Practice 6) Nonlinguistic Representation 7) Cooperative Learning 8) Objectives and Feedback 9) Generating and Testing Hypotheses 10) Cues, Questions, and Advanced Organizers. The result of understanding and applying these practices would maximize the possibility of enhancing associate achievement. Associate achievement would improve as instructors implement the strategies to provide greater understanding of the standards that would lead to higher EOPA results, improved literacy and math skills, and raise the overall graduation rate for all associates.

Section III: Please check all areas this proposal addresses

	Required Training	X					
	Field of Certification						
	School/District Improvement Plan	X					
	Annual Personnel Evaluation	X					
	State/Federal Requirements	X					
	Data Analysis Utilized	X					

Section IV: Activities and Timeline

See attached table in subsequent tab of workbook

Section V: On the Job Performance Verification Procedure/Follow-up Activities

Describe procedures for evaluating the impact of this professional learning activity on associate achievement and instructor effectiveness.

Instructors will utilize weekly lesson plans identifying different strategies. The ability of create the plans using the standards based strategies will enhance the level of understanding for both the instructor and student. The evaluation of instructor's performance using TKES and associate assessments will provide positive results based on the effectiveness of the professional learning activities.

Section VI: Mastery Verification

Competencies will be addressed by the instructor(s) during the course activities. Results of competencies will show in associat

Approval Dates & Signatures

Principal	Douglas Blackwell
PL Coordinator	Tywanda Mathis
SGT Designee	Joe Vogt
Review Date	9/22/2016
School	Sims Academy of Innovation and Technology
Submission Date	
Barrow PL Coordinator	
Approval Date	

Sims Academy of Innovation and Technology 2016-2017 Professional Learning Activities & Timeline

List activities, workshops, etc. with dates, times, location and consultants/facilitators. Be specific. Activities and timeline should accurately reflect the description provided in section I. The PL course should not exceed 60 contact hours. Include the statement: "Based on 10 Contact hours, participants will earn a minimum of 1 PLU and a maximum of 4 PLUs"

Date	Title	Instructor	Participants	Location/Time	Contact Hours
6/16/2016	List of all professional learning dates published (link)				
	Staff Meetings / Testing / Events	Blackwell/Parks	All	1.606 / 2:15 - 3:15	15
	Instructional Technology Training	Parks/Clark	All	1.606 / 2:15 - 3:15	14
	instructors As Advisors Training	Parks/Harris/Summer	All	1.606 / 2:15 - 3:16	7
Tuesday PL Meeting Dates 2:45 p.m. - 3:30 p.m.					
	Date	Topic	Speaker		
	8/1/16	First day follow up	Douglas Blackwell		
	8/9/16	TKES Overview	Michael Parks		
	8/16/16	Google Class	Dylan Clark		
	8/23/16	instructors As Advisors/Georgia Best	M. Harris/C. Summer		
	8/30/16	Faculty Meeting	Douglas Blackwell		
	9/6/16	Collaboration	Michael Parks		
	9/13/16	TKES - Standard 1& 2	Group Leader		
	9/20/16	Google Update	Dylan Clark		
	9/27/16	Faculty Meeting	Douglas Blackwell		

Sims Academy of Innovation and Technology 2016-2017 Professional Learning Activities & Timeline

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Date	Title	Instructor	Participants	Location/Time	Contact Hours
	10/4/16	Collaboration	Michael Parks		
	10/11/16	No Meeting - Fall Break	None		
	10/18/16	TKES - Standard 3 & 4	Group Leader		
	10/25/16	Faculty Meeting	Douglas Blackwell		
	11/1/16	Google Update	Dylan Clark		
	11/8/16	No School - Teacher Plan	None		
	11/15/16	Collabortaion	Michael Parks		
	11/22/16	Holiday	None		
	11/29/16	Testing Information	Michael Parks		
	12/6/16	Testing Information	Michael Parks		
	12/13/16	Faculty Meeting	Douglas Blackwell		
	12/20/16	No Meeting - Christmas Break	None		
	12/27/16	No Meeting - Christmas Break	None		
	1/10/17	Collaboration	Michael Parks		
	1/17/17	TKES 5 & 6	Group Leader		

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Date	Title	Instructor	Participants	Location/Time	Contact Hours
	1/24/16	Google U	Dylan Clark		
	1/31/16	Faculty Meeting	Douglas Blackwell		
	2/7/17	Collabortaion	Michael Parks		
	2/14/16	TKES 7 & 8	Group Leadrer		
	2/21/17	Google U	Dylan Clark		
	2/28/17	Faculty Meeting	Douglas Blackwell		
	3/7/16	Collaboration	Michael Parks		
	3/14/16	TKES 9 & 10	Group Leader		
	3/21/16	Google U	Dylan Clark		
	3/28/16	Faculty Meeting	Douglas Blackwell		
	4/4/16	Collabortaion	Michael Parks		
	4/11/16	Testing Information	Michael Parks		
	4/18/17	Spring Break	None		
	4/25/16	Testing Information	Michael Parks		
	5/2/17	Faculty Meeting	Douglas Blackwell		

Sims Academy of Innovation and Technology 2016-2017 Professional Learning Activities & Timeline

List activities, workshops, etc. with dates, times, location and consultants/facilitators. Be specific. Activities and timeline should accurately reflect the description provided in section I. The PL course should not exceed 60 contact hours. Include the statement: "Based on 10 Contact hours, participants will earn a minimum of 1 PLU and a maximum of 4 PLUs"

Date	Title	Instructor	Participants	Location/Time	Contact Hours
	5/9/17	Faculty Meeting	Douglas Blackwell		
	5/16/17	Faculty Meeting	Douglas Blackwell		

