Wall-to-Wall Thematic Academy Model

September 6, 2018

Welcome

- Add logos or names of communities attending

Introductions

➤ School or Community

➤ Roles of participants

➤ Where are you in the academy model process?
  ➤ Exploring—what is this all about?
  ➤ Planning—learning more to add to our existing plan….
  ➤ Freshman Academy—we have a FA, but want to grow our academies….
  ➤ Pathways—we have CTE pathways, but want to learn more about becoming a wall-to-wall themed academy…..
  ➤ Pocket Academy—we have a pocket academy, but want have wall-to-wall themed academies…..

ONE person from each school or community report out in less than 30 seconds….

Workshop Norms

PROMPT

Here & Now

Collaborate

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Outcomes for this Session

- Understand the **difference** between good CTAE programs and the Thematic Academy Model
- Deepen community-wide understanding of the **benefits and features** of transforming the secondary school experience using a community-driven approach
- **Understand and identify** the systems, structures, process and competencies needed to implement the plan and guide continuous improvement to move towards the Thematic Academy Model

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Agenda

- Understanding our Challenge
- Understanding the Change Process and Building a Learning Network
- Strand 2: Transforming the Secondary School Experience
- Strand 1: Transforming Teaching and Learning
- Strand 3: Transforming Business and Civic Engagement

THE GRAY SCHOOL
QUAKER READING

-Read passage silently and independently

-Mark words, phrases, sentences that are meaningful or create a vivid image

-Volunteers read passage aloud—
 participants mark phrases, sentences, words that move you
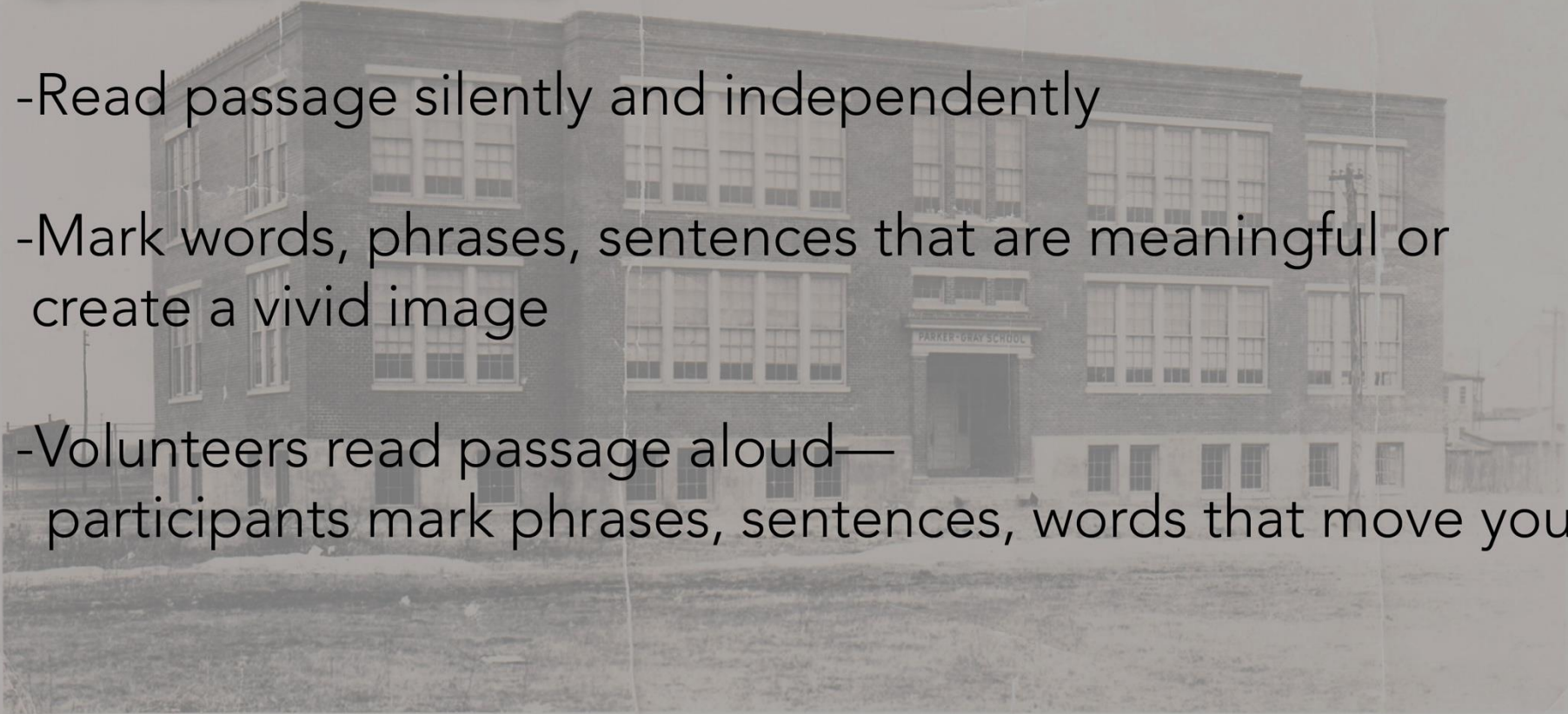
FROM SHADES OF GRAY...

NASHVILLE'S GRAY HIGH SCHOOLS 2005

- Three high schools in "restructuring" NCLB
- High student failure rate/low graduation rate
- Low student achievement/high discipline and truancy issues
- Low Advanced Placement participation and passage rates

TO FULL COLOR...

WHY Change?

This is different for every community

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…but this holds true for ALL

A NEW GENERATION OF YOUNG PEOPLE WHO WILL GRADUATE FROM HIGH SCHOOL READY FOR COLLEGE, CAREERS, AND LIFE —PREPARED TO COMPETE SUCCESSFULLY IN THE 21ST CENTURY ECONOMY.

Ideal Graduate

The World Is
Yours To Conquer

The FORD NGL FRAMEWORK

TRANSFORMING TEACHING & LEARNING

Creating meaningful learning experiences that enable students to learn and apply academic, 21st century, and technical knowledge and skills to real-world challenges

+

TRANSFORMING THE SECONDARY SCHOOL EXPERIENCE

Creating and maintaining career and interest-themed academies and collaborative culture, structures, and practices

+

TRANSFORMING BUSINESS & CIVIC ENGAGEMENT

Engaging employers, educators, and community leaders in building and sustaining a transformed secondary school experience

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Communities **ARE** seeing **RESULTS**

Increased high school graduation rates

Increased academic achievement

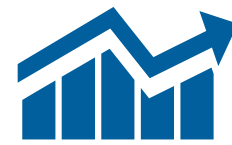Improved preparation for college, careers, and life

Development of students' 21st century skills

Increased number of students graduating from high school with industry certifications and college credits

Increased earning potential

Increased earning potential

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Implementation with **FIDELITY**

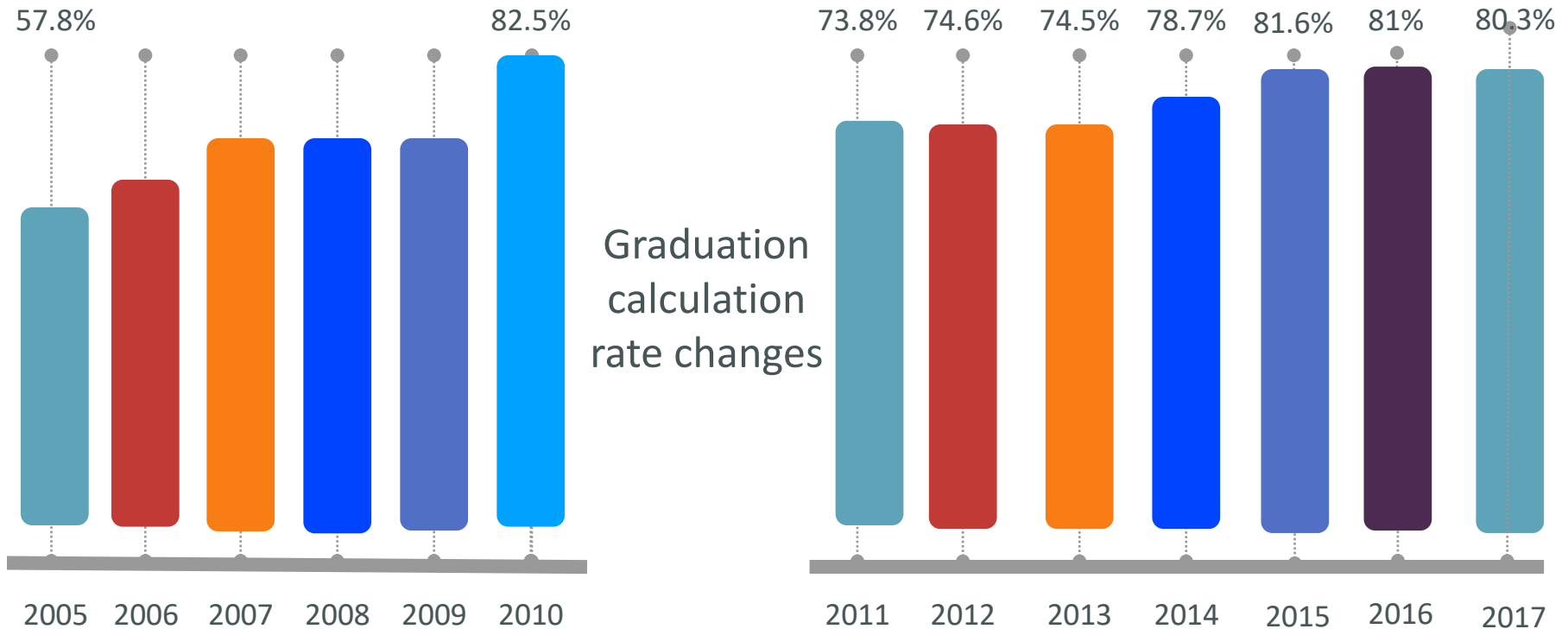Increased **Student Attendance** **+** Increased **Student Engagement** **−** Decreased **Student Discipline Issues** **=** Increased **Student Academic Performance**

Academies of Nashville Graduation Rate
+ 22.5% Since 2005

Bar chart of graduation rates by year:

- 2005: 57.8%
- 2006
- 2007
- 2008
- 2009
- 2010: 82.5%

Graduation calculation rate changes

- 2011: 73.8%
- 2012: 74.6%
- 2013: 74.5%
- 2014: 78.7%
- 2015: 81.6%
- 2016: 81%
- 2017: 80.3%

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Graduation Rate

Non- CA: 78% ***AITR: 100%***

End-Of-Course exams (EOC)

9th Grade Biology

AITR	***92%***
District	69%

American Government

AITR	***64%***
District	60%

World History

AITR	***64%***
District	54%

State Testing Performance

9th Grade Algebra 1

	1	2	3	4	5	
AITR	13%	32%	55%	0	0	***55% met***
District	27%	38%	31%	3%	1 %	35% met/exc

10th Grade Algebra 1

	1	2	3	4	5	
AITR	3%	17%	50%	0	0	***50% met***
District	34%	37%	26%	2%	0	28% met/exc

Florida Comprehensive Assessment Test: *Range 1-5 – Level 3 or higher as meeting standard to exceeding standard*

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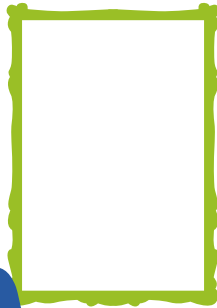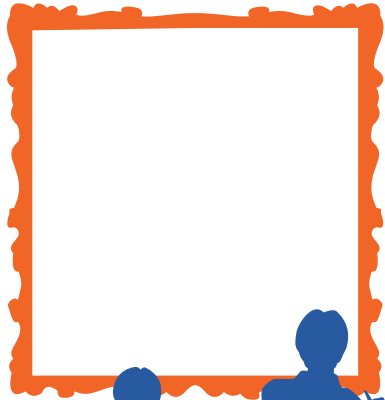
Academies in Action
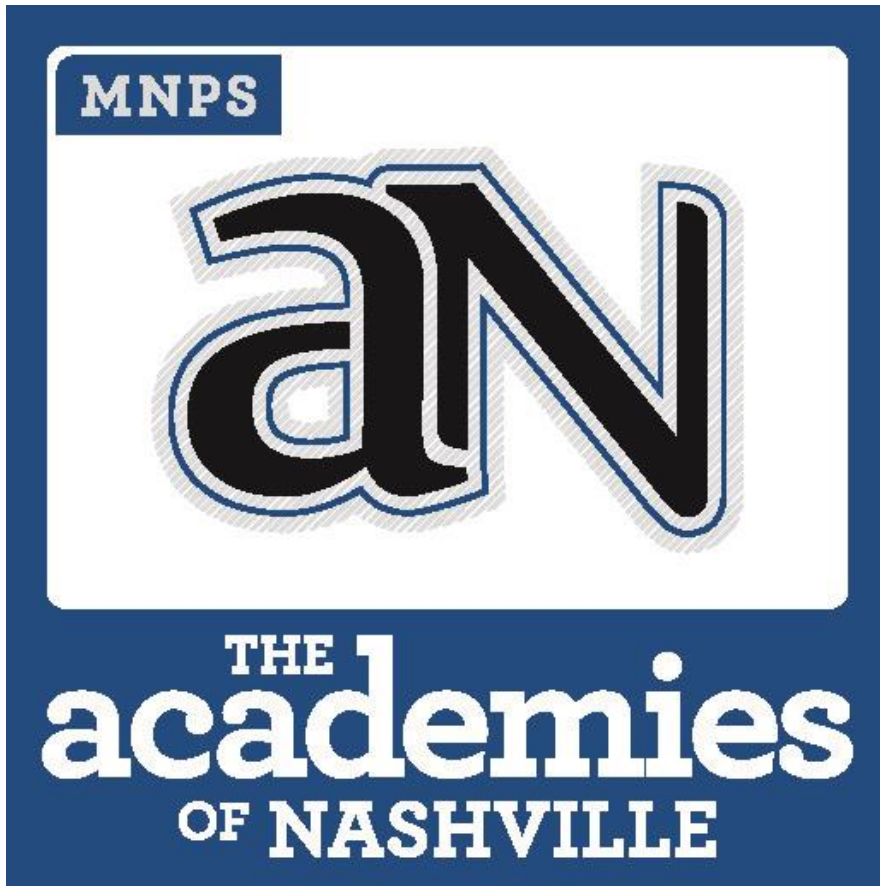
- Number off 1-4 at each table
  - 1: Relevance
  - 2: Rigor
  - 3: Relationships
  - 4: Readiness

- While watching video, capture evidence of your "R" on separate post-it notes.

Academies of Nashville
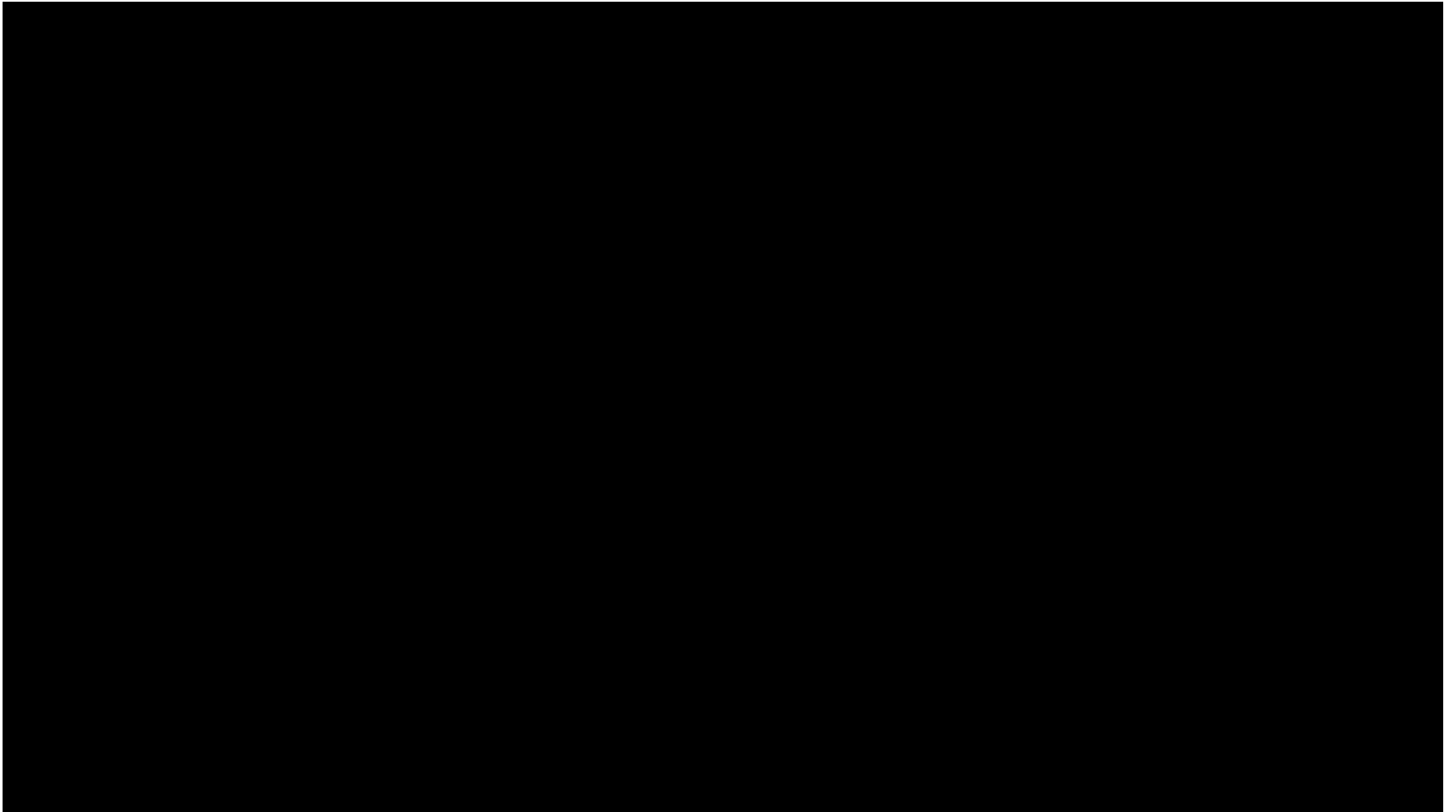
GALLERY WALK

What is an Academy?

- Academies offer the **small, personalized environment** of a small school.

- Academies offer **applied learning opportunities** of themed magnet schools.

- Academies **partner with businesses** to solve real-world problems for authentic learning.

- Academies focus on the **21st Century Skills** students need to succeed in college and life.

- Academies provide a **culture of teamwork, critical thinking, communications, collaboration, and creativity.**

- Academies provide **rigorous** interdisciplinary curriculum.

- Academies prepare students for **college and career.**

Creating a Paradigm Shift

- It is not another program. It is doing the work **differently**.

- There is no **RIGHT** way to do this. But if you don't start, you'll never get to where you want to be.

- **"Slow is Smooth and Smooth is Fast."** – Starr Herrman

- This is a **journey.** The work will never be finished and it is **constantly evolving**.

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Elementary School
Relationships

Middle School
Teaming

Themed Academies

High School
Rigorous Content

College
Focused Major

Pocket Academies

High School

Academy Coach

Pocket Academies

Freshman Academy

Academy

Traditional High School Setting

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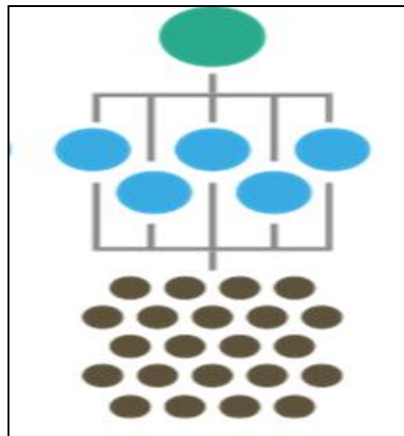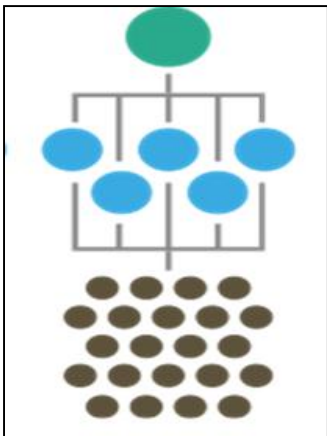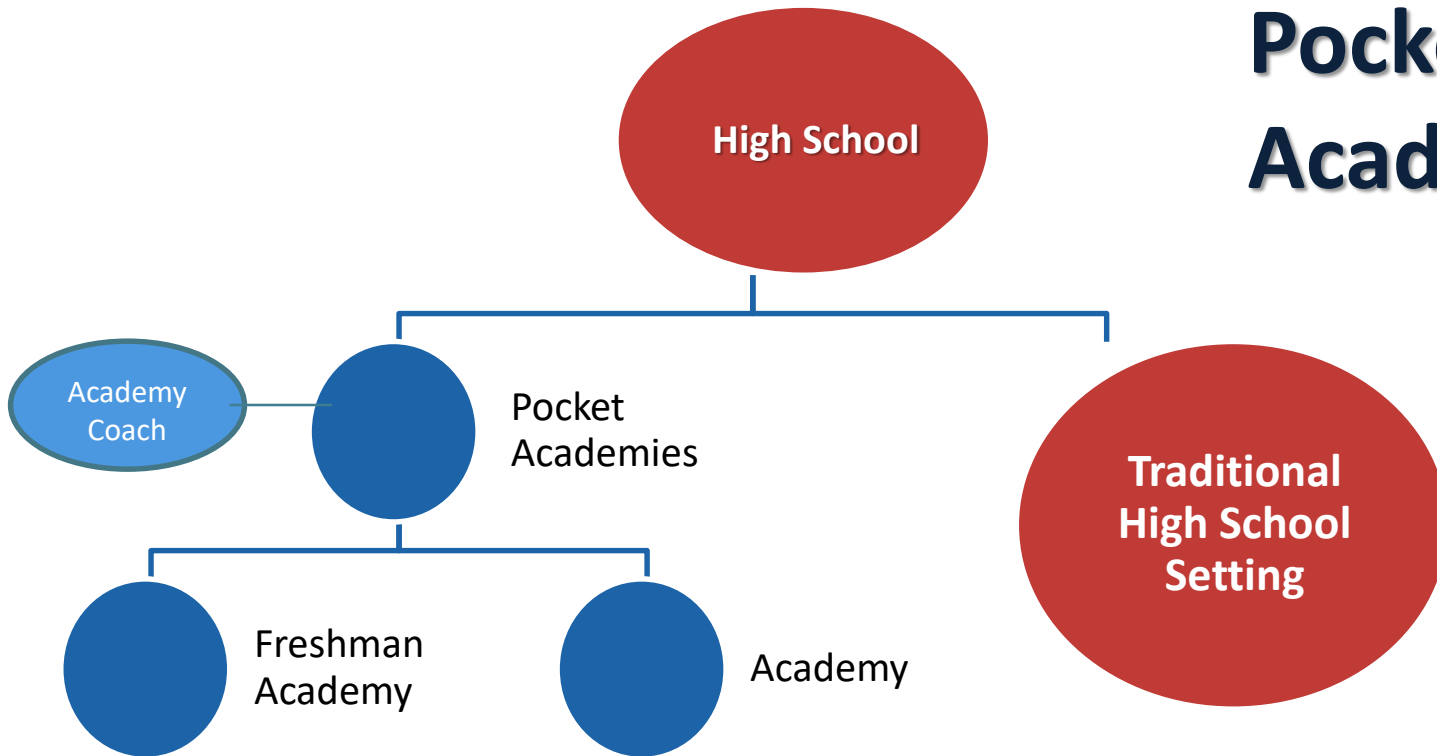
Going from large comprehensive high schools to small "schools within a school"

High School

-Executive Principal

-Academy Coach

Freshman Academy	Academy of Arts and Communication	Academy of Engineering	Academy of Health Sciences
-Academy Principal	-Academy Principal	-Academy Principal	-Academy Principal
-Counselor	-Counselor	-Counselor	-Counselor
-Teachers	-Teachers	-Teachers	-Teachers
-Students	-Students	-Students	-Students
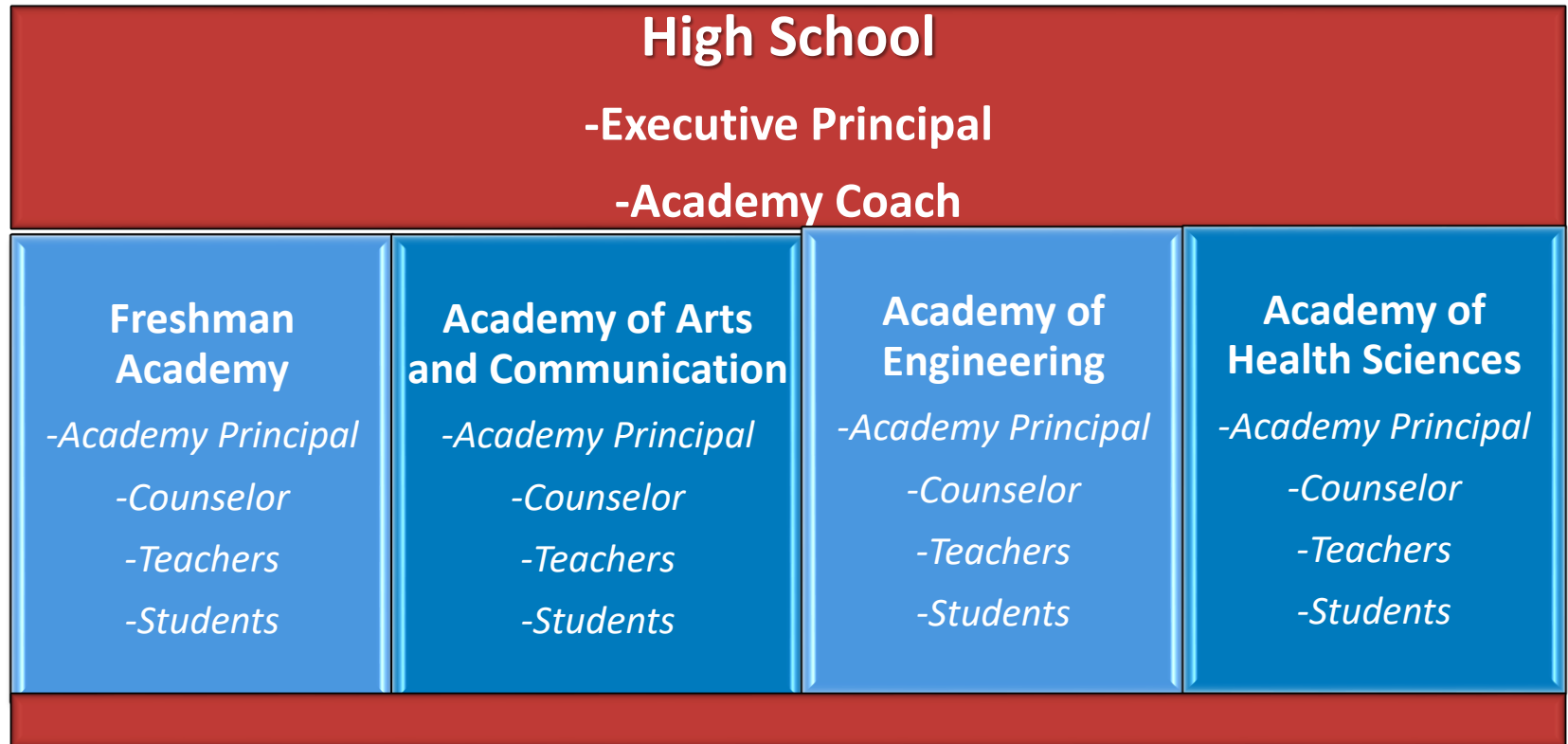
Making Themed Academies work in Georgia

All under one roof......
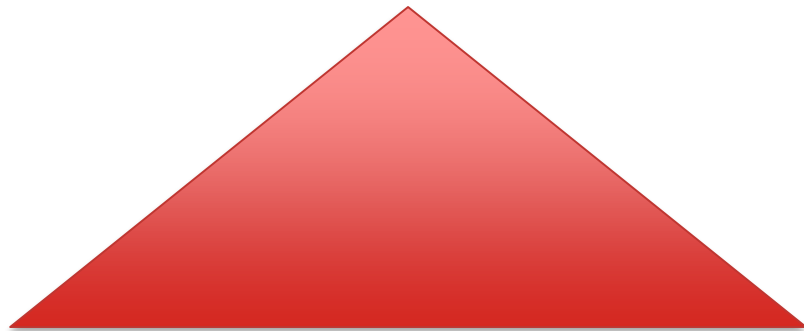
House both CTAE and General Education in the same building organized by Themed Academies

Use existing structures.....
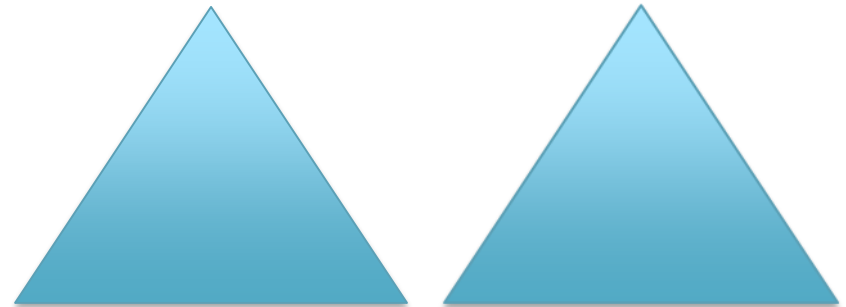
House General Education teachers in existing high schools

House existing CTAE teachers in separate building

All teachers collaborate to support themed academy of students

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Academy Structure

- **Themed Academies** – determine which pathways can be grouped together by industry themes

- **Pathways** – determine course sequence for students to follow

McGavock High School

Academy of Aviation & Transportation
- Aviation Flight
- Auto Diesel Technology
- Engineering by Design
- Mechatronics

The CMT Academy of Digital Design & Communication
- Audio Production
- Audio/Visual Production
- Design Communications

Aegis Sciences Corporation Academy of Life Science & Law
- Therapeutic Services
- Law Enforcement Services
- Veterinary Science

The Gaylord Opryland Academy of Hospitality & USCCU Academy of Business & Finance
- Banking and Finance
- Culinary Arts
- Entrepreneurship
- Hospitality and Tourism Management

aN — THE ACADEMY OF NASHVILLE — ANTIOCH — THE ACADEMY OF AUTOMOTIVE TECHNOLOGY — MY FUTURE, MY WAY.

High School Curriculum

GRADE	ENGLISH 4 credits	SOCIAL STUDIES 3.5 credits	MATHEMATICS 4 credits	SCIENCE 3 credits	Other Required Courses — Wellness (1) — Physical Education — Fine Art (1)	Other Required Courses — World Language (2)	Required Academy Course 3 credits	Required Academy Course or Related Elective	Worksite Experience
9 Freshman Academy	English I ((H)	World Geography (H)	Algebra I (A-B, H) Out of team: Geometry-H	Physical Science (H) Biology-H	Wellness —option— JROTC I Marching Band I (for PE credit)	Spanish I, II H French I Latin I	Freshman Seminar or AVID	Algebra A Art I, Art Survey Mixed Chorus I Dance I Guitar I Band / Wind I	Career Fair
10 Automotive Technology	English II (H)	World History (H)	Geometry (H) Algebra II (H) Pre-Calculus	Biology Chemistry (H)	PE —option—- JROTC I, II Marching Band II (for full PE credit)	Spanish I, II ,III (H) French I, II (H) Latin I, II,H	Maintaintance Light Repair I	Foundations of Technology Computer Apps	Fieldtrip
11 Automotive Technology	English III (H) AP English-Lang	US History AP US History Personal Finan. /Contemporary Issues	Algebra II (H) Pre-Calculus Bridge Math AP Calculus-AB	Chemistry (H, II) AP Biology Physics H Anatomy & Phy (H)	Elective	Spanish I, II,III (H) French I, II, III (H) Latin I, II, III (H)	Maintaintance Light Repair II	TechnologyDesign Financial Planning Critical Thinking Automotive (DE)	Job Shadow
12 Automotive Technology	English IV (H) AP English-Lit	Government (AP) Economics (AP)	Pre-Calculus Adv. Trig (H) Bridge Math AP Calculus-AB	Physics H AP Biology Anatomy & Phys (H) Ecology Chemistry II	Elective	Spanish II, III (H), IV (H, AP) French II, III, IV (H, AP) Latin II, III H	Maintaintance Light Repair III	Automotive (DE) Advanced Design & App Business Mngt.	Internship or Senior Project

Postsecondary Curriculum

Secondary career and technical education programs may lead to industry recognized certificates, occupational opportunities or postsecondary education options. The following postsecondary options are available.

Technical Center Programs	Community College Programs	University Program (s)
Certificates Aviation Mechanics	**Associate Degrees** Auto/Automotive Mechanical / Technician	**Bachelor and Advanced Degrees** Logistics and Materials Management

Sample Career

Aviation Mechanics	Shop Manager/Lead Mechanic	Fleet Operations Manager Service Department Manager

Dual Credit/Dual Enrollment Opportunities

Dual Enrollment (DE) and Dual Credit (DC) opportunities are available through articulation agreements with Middle Tennessee State University, Nashville State Community College, Volunteer State Community College and Tennessee Technology Center

Recognized Certification (earned through industry examinations)

Secondary: Postsecondary	ASE, NATEF

Determining Academies and Pathways

- Work force projections
- Current resources
- Possible community partners
- Student survey
- Gender trends
- Pathway sequence

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What Academies?
Which Pathways will you offer?

Table/School Teams:

- Chart thoughts or initial plans.
- What are your current pathways? Are they aligned with workforce data?
- Why this academy or pathway?
- How did you decide?

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Table Time—let's think about existing pathway

STEM Theme	• Engineering • Health Sciences • Automotive
Business/Marketing Theme	• Information Technology • Hospitality Marketing
Arts Theme	• Digital Arts • AV Production

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Pathways and Scheduling

- Master Scheduling is the foundation to a successful academy.
- Course Sequencing
- Student voice and choice – not tracking
- Purity among academies – both students and teachers
  - 50% of the student's day should be spent with their academy

Master Scheduling will be a separate training

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ACADEMY TEAM
STRUCTURE

CTE

SCIENCE

SOCIAL STUDIES

LANGUAGE ARTS

MATH

✓ Teachers have common planning

✓ Students are cohort scheduled

✓ Block scheduling

✓ Business and civic engagement

Scheduling Philosophy

- Student driven, <u>not teacher driven</u>

- Collaborative process

- Equity (among students and teachers)

- Purity of teams

- No tracking

- Reducing options without reducing opportunities

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	A	B	C	D	E	F	G	H	I	J	K
1	Teachers		1	2	3	4		5	6	7	8
2	Red	Room									
3	McBroom	247	Phy Science	Phy Science		Phy Science H		Phy Science	Phy Science		Phy Science
4	Nelson	251	Alg I	Alg I		Alg I		Alg I		Alg I	Alg I
5	Skinner	248A	Eng I	Eng I H		Eng I			Eng I	Eng I	Eng I
6	Gecewich	245	W Geography	W Geography		W Geography		W Geography	W Geography	W Geography H	
7	D. Jones	248B	Fresh Seminar	Fresh Seminar		Fresh Seminar		Fresh Seminar	Fresh Seminar		Fresh Seminar
8	Coffee	Gym	PE	PE	PE				Weight Train	PE	Outdoor Act
9	Lowe	244	Alg I B	Alg I B		Alg I B		Alg I B		Alg I B	Alg I B
10											
11	White										
12	Anderson	239	Eng I H		Eng I	Eng I			Eng I	Eng I	Eng I
13	Ezell	242	Alg I		Alg I	Alg I		Alg I		Alg I	Alg I
14	Payne	249	Phy Science		Phy Science H	Phy Science		Phy Science	Phy Science		Phy Science
15	Fox	241	W Geography		Yearbook	W Geography H		W Geography	W Geography	W Geography	
16	P Childress	237	Fresh Seminar		Fresh Seminar	Fresh Seminar		Fresh Seminar	Fresh Seminar		Fresh Seminar
17	Sloss	Gym		PE	PE	Lifetime Wellness		PE	PE	PE	
18	Yarbury	240	Alg I B		Alg I B	Alg I B		Alg I B		Alg I B	Alg I B
19											
20	Blue										
21	Spanos	253		Eng I H	Eng I	Eng I			Eng I	Eng	Eng I
22	Wolford	254		Alg I	Alg I	Alg I		Alg I		Alg I	Alg I
23	Cowan	255		Phy Science	Phy Science	Phy Science		Phy Science	Phy Science		Phy Science H
24	Hodge	252		W Geography	W Geography H	W Geography		W Geography	W Geography	W Geography	
25	Westbrook	256		Fresh Seminar	Fresh Seminar	Fresh Seminar		Fresh Seminar	Fresh Seminar		Fresh Seminar
26	Gilland	Gym		PE	Lifetime Welln	PE		PE	PE	PE	
27	Buchanan	257		Alg I B	Alg I B	Alg I B		Alg I B		Alg I B	Alb I B

FA | DDC-A | Creative Arts-A | H&F-B | HSL-D | A&T-E | Exception Ed
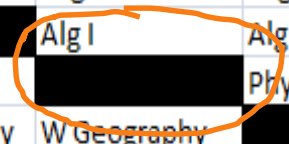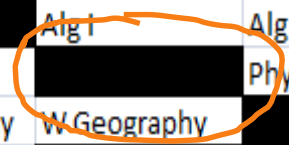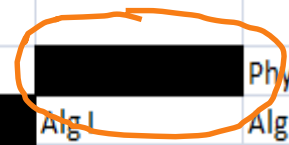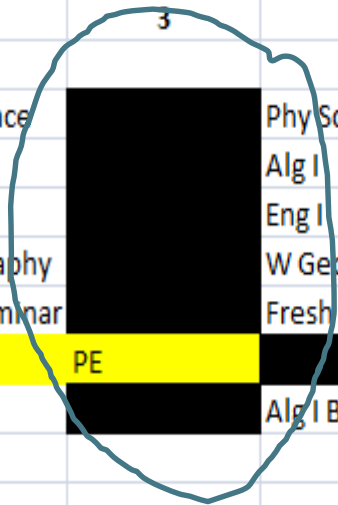
District Priority of Scheduling

Academy
- Common Planning
  - Academy Team and Content

Specialties
- AP, IB, AICE, etc.

Rest of School
- Traditional Scheduling

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District Support

- ❑ Provides Academy Coaches
- ❑ Provides PD
- ❑ Marketing
- ❑ Creates vision/plan (FORD NGL)

Each student will…

- ◆ <u>create</u> a plan for postsecondary education and career
- ◆ <u>score</u> at least a 21 composite score on the ACT
- ◆ <u>participate</u> in a work-based or service learning experience, or a capstone research project
- ◆ <u>earn</u> at least one course completed online
- ◆ <u>receive</u> college credit, a nationally-recognized professional certification, or both

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Instructional Coaching Team

- Literacy Coach

- Numeracy Coach

- Data Coach

- Academy Coach
  - ✓ Work with both academy teams and content teams
  - ✓ Plan individually with teachers

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PLC Structure

Development of leadership for sustainability

- Deliberate planning – selection and PD
- Meaningful meetings - norms and protocols
- Collaboration on multiple levels
- Clear Communication of Mission and Vision
- Continuous improvement
- Evolving with the academy

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Inter-disciplinary Team Planning
(Math, English, Science, Social Studies, CTAE)

**Weekly Team Meetings During Scheduled Common Planning**

- Provide Responsive Interventions

- Ensure Relevant, Real World Connections

- Design Inter-disciplinary, Standards-based, Project-based Units of Instruction

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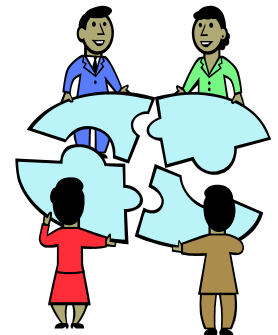
Content/Course Alike Planning

Weekly Team Meetings During Scheduled Common Planning

- Pace and Sequence Instruction

- Discuss Effective Teaching Strategies

- Create Common Summative Assessments

- Analyze Assessments (Building Level, District Level, and State Level Testing Data)

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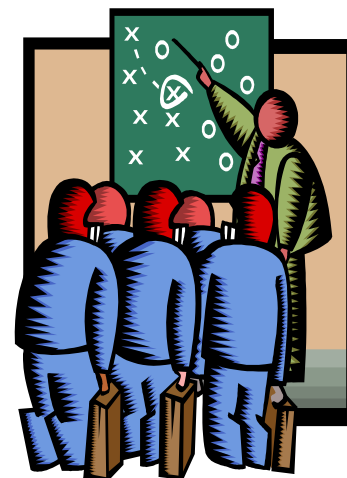
"...it takes an entire system to change education."

Cheryl Carrier, Executive Director, Ford NGL

WHAT PARTS OF THE SYSTEM DO YOU THINK ARE MOST IMPORTANT FOR CHANGE?

Table Time Reflection

1. Does school leadership support the themed academies model?

2. Do you have a process for identifying and training teacher leaders?

3. Does your school have protocols in place for team meetings?

4. Is data disaggregated and easily accessible for teachers? Is there an expectation from school leadership to use data to transform teaching and learning?

5. Are meetings purposeful and action-oriented?

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LUNCH TIME!

Collaboration with a Purpose:
Changing Culture Does Not Always Improve Instruction

"A clever arrangement of bad eggs will never make a good omelet."

-C.S. Lewis

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TRANSFORMING TEACHING & LEARNING

Creating meaningful learning experiences that enable students to learn and apply academic, 21st century, and technical knowledge and skills to real-world challenges

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TRANSFORMING BUSINESS & CIVIC ENGAGEMENT

Engaging employers, educators, and community leaders in building and sustaining a transformed secondary school experience

NEXT GENERATION LEARNERS

Prepared for success in college, career, and life

Engaged and able to apply learning in the real world

Equipped with critical 21st Century skills

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"...strengthen our commitment to making learning relevant for our students."

Dr. Donna Hargens, Superintendent, Jefferson County Public Schools

WHAT DOES RELEVANT LEARNING LOOK LIKE FOR YOUR STUDENTS?

FORD NGL BELIEVES...

"...has forced me to step out of my comfort zone and change my way of teaching."

Julie Rouse, Biology, McGavock High School

HOW HAVE YOUR METHODS CHANGED OR EVOLVED?

Transforming Teaching and Learning

- Project and Inquiry-based through real-world application
- Apprenticeships and other Work-based learning experiences
- Advanced Academics options – AP, IB, Cambridge AICE, and dual enrollment
- Virtual/online learning
- PD: blended learning, project-based learning, ACT Prep, highly effective teaming, and Merit Scholar Prep
- Teacher externships

PBL Splash and Interdisciplinary Teaming will be a separate training for teachers in Georgia

Experiential Learning Model

Capstone

Job Shadowing

Industry-related Fieldtrips and Guest Speakers

Career Fair and College Visits

12th Grade

11th Grade

10th Grade

9th Grade

For Georgia, older students are already doing apprenticeships

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Ideal Graduate

The World Is
Yours To Conquer

Building a Culture of Best Practices

- On-Site Mini Professional Development sessions
  - Topics recur on a monthly basis to provide follow-up for participating teachers.
  - Sessions occur during each block, so teachers can attend during their planning.
- A book study group meets after school weekly.
- Content groups are given PD days to collaborate and share instructional strategies.
- Instructional Strategies/Activities are posted in teacher work areas.
- SchoolNet/Blackboard – shared lesson plans

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Building a Culture of Best Practices

- Coaches collaborate with Content Teams
  - Unpack the course standards
  - Creating and reviewing at pacing guides
  - Create and analyze common assessments
  - Share instructional strategies
  - Analyze student performance data
    - Focus on what the team can control
    - Keep all conversations solution oriented
  - Design intervention strategies

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Building a Culture of Best Practices

- <u>Coaches collaborate with Academy teams</u>
  - Interdisciplinary unit planning
  - Integrating the employability rubric
  - Cross-curricular integration of standards
  - Professional Development as requested
  - Utilizing Technology
  - Developing standards-based grade books
  - Develop Project Based Learning Opportunities
  - Emphasizing Common Core Standards across the curriculum.

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Guiding Questions for Improving Instruction

- What is it we want our students to know?
- What do we want our students to be able to do with this new knowledge?
- How will we know they know it?
- How will we respond when they don't know it?
- How will we respond when they do know it?
- What support does our staff need to help them get different results from students in regard to teaching the content standards?

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BREAK!

TRANSFORMING TEACHING & LEARNING

Creating meaningful learning experiences that enable students to learn and apply academic, 21st century, and technical knowledge and skills to real-world challenges

TRANSFORMING THE SECONDARY SCHOOL EXPERIENCE

Creating and maintaining career and interest-themed academies and collaborative culture, structures, and practices

TRANSFORMING BUSINESS & CIVIC ENGAGEMENT

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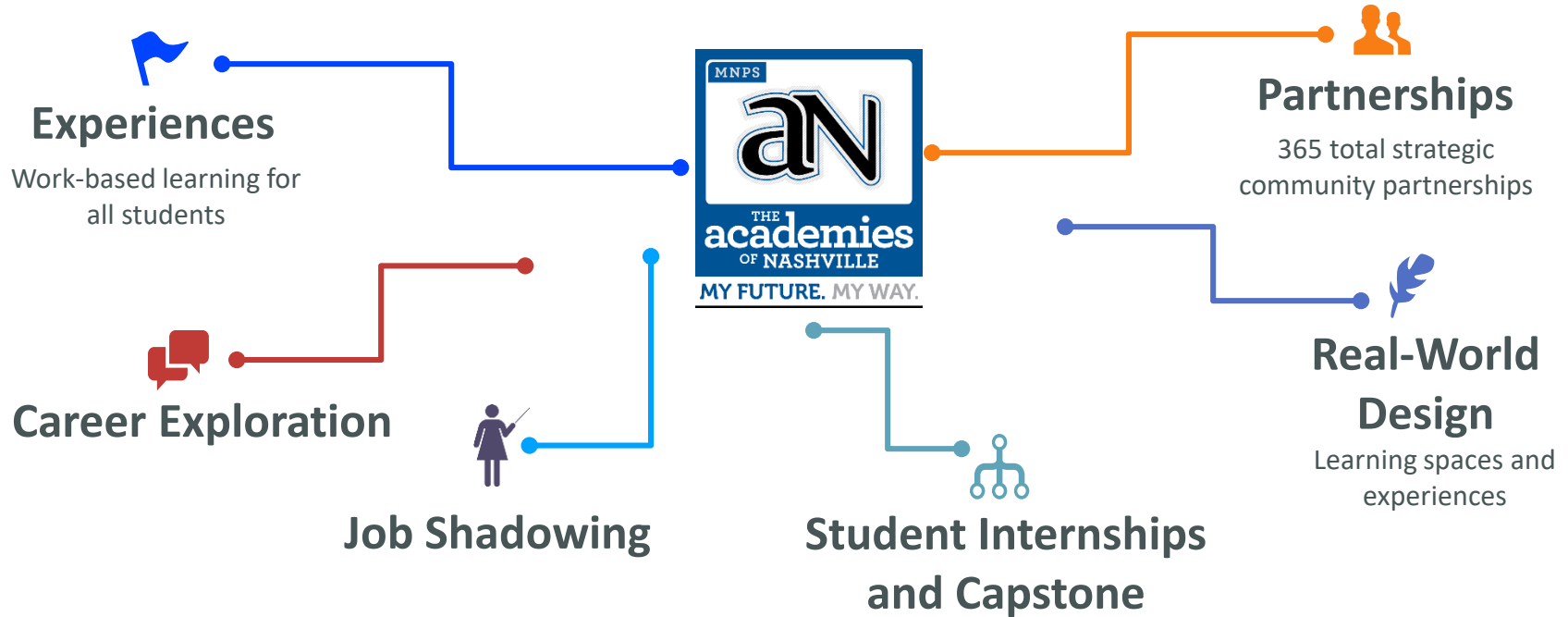Ford Next Generation Learning Hub

Transforming Business and Civic Engagement

- A game-changer

- Room at the table

- Business, civic, post-secondary—the community

Transforming Business and Civic Engagement

CEO Champions

A committee of the Nashville Area Chamber of Commerce that supports the reform effort through advocacy in both policy and the community.

Partnership Councils

5 industry-specific councils convened by the Nashville Area Chamber of Commerce who provide a district-wide perspective of their industry area and academies.

Advisory Boards

A school based board composed of an academy's partners, teachers, parents, students, and other stakeholders.

Academy Partners

An individual business or organization that works with an academy during the school year and is overseen by the PENCIL Foundation.

A Teams

Alignment Nashville manages "A-Teams" that provide ongoing progress monitoring and support new initiatives of the Academies

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"cultivates a spirit of sharing and innovation aimed at improving the practices used across our communities."

HOW DO YOU CULTIVATE THIS SPIRIT?

Assess Your Business Portfolio

1. List your <u>top 5</u> needs from your business/civic partners?

2. Do you have current, <u>active</u> business/civic partners? Are they the right ones?

3. What does that currently <u>look like</u> in each school?

4. Are their <u>goals</u> for business partner activities?

5. Do activities align with <u>student performance</u>? And success measures?

6. Does your school <u>improvement plan</u> include goals for business/civic partners?
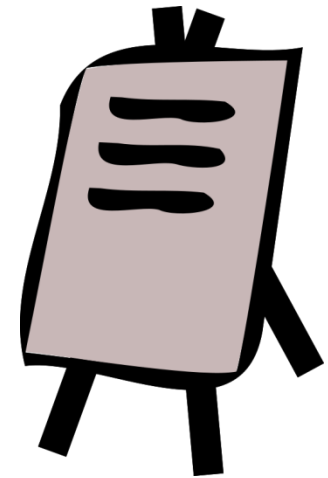
REFLECTION & DEBRIEF

WHAT ?

SO WHAT ?

NOW WHAT ?

School Team Activity

Review takeaways from the day

– Identify key strategies or ideas from each strand?

– Is this feasible for our school?

– What are our next steps?

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Upcoming Events

**Academies of Nashville
Study Visit:
September 24-26, 2018**

**Academies of Nashville
Student Ambassadors Workshop:
November 14-16, 2018**

The Academies of Nashville Study Visit provides participants with a high-level view of the systemic transformation taking place in Nashville including the engagement of the community. The Student Ambassadors Workshop focuses on empowering authentic student voice in the development of academies.

To register for events, or sign up for updates, visit nashvillehub.org

 # ANStudyVisit @NashHub

3-2-1

Exit Slip

3: **Things I am excited to go back and start immediately.**

2: **Things I heard today and would like to learn more about?**

1: **Question that I still have?**