

Profile of a THINC Graduate

Each graduate will:

- Have a plan for postsecondary education and career
- Have a continuum of career experiences
- Be engaged locally, connected globally.
- Be *Articulate. Driven. Ready.*



**GOAL 1 of 3: TRANSFORMING TEACHING AND LEARNING: Teaching and Learning is most successful when it is Learner Centered, Knowledge Centered, and Assessment Centered within the context of Community.**

PROFESSIONAL DEVELOPMENT: All academy instructors, professional staff and administrators will have professional learning goals based on a needs assessment and common essentials of academy-related competencies that enable them to prepare students to be next generation learners.

Strategies	Action Steps/Yearly Goals	Measurable Outcomes	Lead Person(s)/Team	Resources
<p>Professional development in the management and function of effective Model Academies is planned, scheduled and delivered for administrators, the Board, instructors, and staff.</p> <p><b>FOCUS – Professional Development</b></p>	<p>Year 1 – FOCUS – National Standards of Practice Professional Development</p> <ul style="list-style-type: none"> <li>• All school administration, including the Board, instructors and professional staff will be trained in the organization, administration and operation of the academy structure which is the National Standards of Practice (NSOPs), for national recognition through the National Career Academy Coalition.</li> <li>• Send a team to the National Career Academy Coalition (NCAC) conference</li> <li>• Conduct academy needs assessments based on the National Standards of Practice (NSOP) as outlined by the National Career Academy Coalition</li> <li>• Analyze results of the baseline review to determine Next Steps and professional development needs</li> <li>• Include Academy Model/NSOP needs in overall PD Plan</li> </ul> <p>Year2 – FOCUS – Professional Development</p> <ul style="list-style-type: none"> <li>• Implement individual and team professional development related to NSOPs.</li> <li>• Provide NSOP training for all new personnel</li> <li>• Send a team to the NCAC conference</li> </ul> <p>Year 3</p> <ul style="list-style-type: none"> <li>• Monitor and adjust individual and team professional development related to NSOPs.</li> <li>• Submit application for national accreditation</li> <li>• Send a team to the NCAC conference</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>• Academy needs assessment and existing professional development offerings are reflected in the 2016-17 School Improvement Plan</li> <li>• A National Standards of Practice baseline review is completed and results presented to the Board no later than March 2017.</li> <li>• Recommended next steps and professional development needs based on the NSOP baseline review are documented and presented to the Board of Directors and all stakeholders no later than January 2017</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>• All faculty/staff participate in professional development education.</li> <li>• By spring 2018, the individual and team plans indicate professional development related to the NSOPs</li> </ul> <p>Year 3</p> <ul style="list-style-type: none"> <li>• By June 2019, 100% of instructors will meet or exceed teacher effectiveness as measured by the school/district evaluation instrument.</li> <li>• By June 2019, each academy will be</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• CEO</li> <li>• Teacher Leaders</li> <li>• CTAE Supervisor</li> <li>• Academy Coach</li> </ul>	<ul style="list-style-type: none"> <li>• TKES/LKES</li> <li>• Infinite Campus</li> <li>• RESA for professional development</li> <li>• Board Orientation and Training</li> <li>• Local and private funds for professional learning</li> <li>• District offerings</li> <li>• Corporate offerings</li> <li>• NCAC Conference (hotel, registration, travel) \$15,000</li> <li>Year 2</li> <li>• NCAC Conference (hotel, registration, travel) \$15,000</li> </ul>

**GOAL 1 of 3: TRANSFORMING TEACHING AND LEARNING: Teaching and Learning is most successful when it is Learner Centered, Knowledge Centered, and Assessment Centered within the context of Community.**

PROFESSIONAL DEVELOPMENT: All academy instructors, professional staff and administrators will have professional learning goals based on a needs assessment and common essentials of academy-related competencies that enable them to prepare students to be next generation learners.

Strategies	Action Steps/Yearly Goals	Measurable Outcomes	Lead Person(s)/Team	Resources
		nationally accredited		Year 3 • Baseline reviews (\$3500) • Academy reviews (\$3500) • NCAC Conference (hotel, registration, travel) \$15,000
Instructors are responsible for their continuous improvement in instructional strategies, communication, content, use of technology, soft skills, and their certifications and licensure  <b>FOCUS – Instructional Strategies</b>	Year 1- FOCUS – Instructional Strategies <ul style="list-style-type: none"> <li>Utilize TKES / LKES to develop annual individualized professional development plans based on school data, needs assessments, administrative, and teacher evaluations</li> <li>Teams of instructors and administrators participate in formal professional development in how to create and use interdisciplinary Project Based Learning (PBL)</li> <li>Provide all instructors with professional development in differentiated instruction and inclusion strategies</li> <li>Provide all administration and instructors with Instructional Assessment best practices (formative/summative)</li> <li>Leadership Team will research professional development in the effective use of <i>identified</i> instructional technologies (hardware, software, web tech) for communication, collaboration, critical thinking, and creativity</li> <li>Research and identify national certifications for each CTE program</li> <li>Leadership Team will research instructional strategies PD (e.g. Framework for Intentional and Targeted Teaching; Collaborative for Academic, Social and Emotional Learning –CASEL and Rigor/Relevance</li> </ul>	Year 1 <ul style="list-style-type: none"> <li>ALL instructors will complete project-based training with the Buck Institute for Education no later than August 2016.</li> <li>All instructors complete soft skills rubric training no later than August 2016</li> <li>Annually, individualized learning goals will incorporate TKES/LKES areas for refinement</li> <li>Certifications identified for all CTE programs no later than June 2017</li> <li>Effective instructional technology identified no later than January 2017</li> <li>100% of instructor evaluations will include consistency in use of the soft skills rubric</li> </ul> Year 2 - 3 <ul style="list-style-type: none"> <li>No later than August 2017, CTE instructors will be certified (if required) to enable students to earn nationally recognized certifications</li> <li>100% of trained instructors will implement a minimum of 1 interdisciplinary PBL each quarter beginning spring 2017 – on-going</li> <li>100% of trained instructors will incorporate high probability instructional strategies in all</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>CEO</li> <li>Board</li> <li>Instructors</li> </ul>	<ul style="list-style-type: none"> <li>District PD Offerings</li> <li>ThINC budget</li> <li>Buck Institute for Education \$20,000</li> <li>Staff Development (pay Instructors for training during the summer) \$20,000</li> <li>Professional Certification Trainings</li> </ul>

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Strategies	Action Steps/Yearly Goals	Measurable Outcomes	Lead Person(s)/Team	Resources
	<ul style="list-style-type: none"> <li>• Instructors demonstrate knowledge of and consistent use of soft skills rubric</li> <li>• Leadership team develops assessment tool to determine instructor knowledge and consistent use of soft skills rubric</li> </ul> <p>Years 2 - 3</p> <ul style="list-style-type: none"> <li>• Implement training on the use of appropriate communications and collaboration technology to increase productivity, efficiency, and enhance instruction/learning (<i>NOTE: Recommend listing here and modifying as plan is monitored; ex. Skype, Google Classroom, Doodle, Google Docs, Free Conference Call, Screencast, Blackboard, Twitter, Facebook, YouTube, PollEverywhere, etc.</i>)</li> <li>• CTE instructors gain required certifications needed to provide students with national certification in their program area</li> <li>• Monitor and adjust annual individualized Professional Development Plans based on school data, needs assessments, administrative, and teacher evaluations</li> <li>• Continue formal professional development in creating and using interdisciplinary PBL</li> <li>• Continue instructional strategies professional development (e.g., Marzano)</li> <li>• Continue with Instructional Assessment best practices (formative/summative)</li> <li>• Update and continue professional development in use of identified instructional technologies (hardware, software, web tech) for communication, collaboration, critical thinking, and creativity</li> </ul>	<p>classes; On-going</p> <ul style="list-style-type: none"> <li>• 100% of trained instructors will incorporate appropriate formative and summative assessments in all classes; On-going</li> <li>• Business partners (advisory groups) will be engaged in determining 100% of recommended/required technology training; On-going</li> <li>• 100% of instructors will incorporate the use of appropriate, relevant and meaningful instructional technology; On-going</li> <li>• 100% of teacher observations/evaluations will reflect effective use of instructional technology; On-going (technology relevant for each pathway and individualized for industry requirements)</li> <li>• 100% of teacher observations and/or evaluations reflect effective use of communications and collaboration technologies</li> <li>• Benchmark the use of advanced technology in science and math</li> <li>• Instructors will attend conferences offering advanced technology</li> </ul>		

**GOAL 1 of 3: TRANSFORMING TEACHING AND LEARNING: Teaching and Learning is most successful when it is Learner Centered, Knowledge Centered, and Assessment Centered within the context of Community.**

CURRICULUM: Rigorous and relevant curriculum is in place that prepares students to be postsecondary and career ready.

Strategies	Action Steps/Yearly Goals	Measurable Outcomes	Lead Person(s)/Team	Resources
<p>A sequenced program of study is developed, approved and maintained for each pathway within an academy.</p> <p><b>FOCUS – Programs of Study</b></p>	<p>Year 1</p> <ul style="list-style-type: none"> <li>In partnership with TCSS/WGTC/and other institutions of higher learning develop a sequenced program of study within CTE programs, including dual enrollment/dual credit, that meet or exceed State Board of Education curricular requirements</li> <li>Engage business and community partners in review and development of pathway curriculum reflecting High-Skill, High-Wage careers</li> <li>Identify advanced academics, experiential learning opportunities, and professional certifications for each pathway</li> <li>Electronically publish approved programs of study</li> </ul> <p>Years 2-3</p> <ul style="list-style-type: none"> <li>All of year 1 and,</li> <li>Modify pathways to ensure they meet or exceed State Board of Education curricular requirements and business/industry standards</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>No later than January 2017, 100% of approved programs of study are published electronically including the opportunities for dual credit, and dual enrollment</li> <li>10% annual increase in MOWR</li> </ul> <p>Year 2-3</p> <ul style="list-style-type: none"> <li>By 2018, programs of study include recommended experiential learning expectations, professional certifications, service or work-based learning, internships, and/or capstone projects</li> </ul> <p>Year 3</p> <ul style="list-style-type: none"> <li>By 2019, 100% of students completing a pathway graduate with at least one college credit and/or nationally recognized professional certification</li> <li>By 2019, all CTE programs will have industry certifications</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Teacher Leaders</li> <li>Academy Coach</li> <li>Dual Enrollment Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Local and private resources for certifications</li> </ul>
<p>Curriculum is rigorous and meets college-entry and career-readiness requirements; infused with soft skills development</p> <p><b>FOCUS – Curriculum/Rigor</b></p>	<p>Year 1</p> <ul style="list-style-type: none"> <li>Continue to embed soft skills into curriculum (ThINC Skills)</li> <li>Ensure the academy curriculum meets or exceeds State Board of Education and professional certification standards.</li> <li>Embed test-taking skills and postsecondary/professional certification-like items in formative and summative assessments</li> <li>Engage business and community partners to develop the ThINC Capstone course requirements building on the district capstone</li> <li>Develop a tracking system to monitor graduates for a minimum of one year</li> <li>Develop an academy resource to assist graduates in successful transition to postsecondary education and/or the workforce</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li><b>Annually</b>, 100% of students meet or exceed ranges established for soft skills rubric</li> <li>100% of students meet or exceed annual academic growth targets for courses requiring SLOs</li> <li>100% of <b>seniors</b> meet or exceed minimum requirements on the ACT/SAT/COMPASS/ASFAB for college -military entrance.</li> <li>100% of <b>seniors</b> complete pathway</li> <li>Annually, there is an 85% school-wide average for soft skills rubric</li> <li>90% of seniors graduate high school</li> <li>Annually, average attendance is 95% or higher</li> </ul>	<ul style="list-style-type: none"> <li>Instructors</li> <li>Principal</li> <li>Assistant Principal</li> <li>Business Partners</li> <li>District Office of Curriculum and Instruction</li> </ul>	<ul style="list-style-type: none"> <li>District professional development offerings</li> <li>Business partners-externships</li> </ul>

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**CURRICULUM:** Rigorous and relevant curriculum is in place that prepares students to be postsecondary and career ready.

Strategies	Action Steps/Yearly Goals	Measurable Outcomes	Lead Person(s)/Team	Resources
	<ul style="list-style-type: none"> <li>Determine meets and exceeds ranges for soft skills rubric Years 2-3</li> <li>Embed literacy, numeracy and technological literacy throughout curriculum for all students</li> <li>Define and publish business and industry partner approved standards for Technology Proficiency by academy/pathway</li> <li>Update Soft Skills Rubric as needed</li> <li>Update Technology Proficiency standards</li> <li>Implement Summer Graduate Transition Program</li> <li>Monitor graduates for one year post graduation</li> </ul>	<ul style="list-style-type: none"> <li>Annually, less than 6% of student population with disciplinary referral</li> <li>Technology Proficient requirements for each academy are published and promoted annually</li> <li>100% of pathway completers are technology proficient</li> <li>A THINC capstone manual is published no later than June 2017 in coordination with TCSS Year 2</li> <li>100% of seniors graduating in 2018 and beyond successfully complete a THINC capstone project</li> <li>Beginning in June 2017, 100% of graduates will successfully enter postsecondary education, military, and/or the workforce</li> </ul>		
<p>Curriculum is project-based, integrated, focused around a relevant theme, and reflects globality.</p> <p><b>FOCUS – Project-based Learning &amp; Global Relevance</b></p>	<p>Year 1</p> <ul style="list-style-type: none"> <li>Create interdisciplinary, project-based curricula through academy team collaboration</li> <li>Ensure instructors engage business partners to provide input into interdisciplinary course content to maintain relevance and reflect industry standards</li> <li>Implement a minimum of one interdisciplinary PBL unit each semester in each pathway</li> <li>Engage business partners to reflect and revise PBL units</li> <li>Engage business partners in student presentations of their PBL products and the senior capstone presentations</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>Establish at least one international partnership with a similar academy school</li> <li>Implement plan to engage students in international learning – for example: Global Speakers Bureau, social media, etc.</li> </ul> <p>Year 3</p> <ul style="list-style-type: none"> <li>Develop international partnership through travel exchange with administrators, instructors and students to strengthen</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>Each team creates at least one interdisciplinary PBL unit no later than November 2016</li> <li>Semester review of Common Planning Time (CPT) Team minutes reflect creation of interdisciplinary, project-based curricula with direct input from business partners</li> <li>Consider ways to include global relevance in learning</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>100% of students are engaged in a minimum of one PBL unit each semester beginning Fall 2017</li> <li>Beginning in April 2018, semester review of team minutes and sign-in sheets reflect business partner participation in student PBL presentations</li> <li>100% students participate in international learning</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Teacher Leaders</li> <li>Instructors</li> <li>Business Advisory Board / Partners</li> <li>CTAE Supervisor</li> </ul>	<ul style="list-style-type: none"> <li>PBL Training</li> <li>Stipends for teacher leaders</li> </ul> <p>Year 3</p> <p>Visit International Partne in England (\$10,000)</p>

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**CURRICULUM:** Rigorous and relevant curriculum is in place that prepares students to be postsecondary and career ready.

Strategies	Action Steps/Yearly Goals	Measurable Outcomes	Lead Person(s)/Team	Resources
	relevance and student engagement <ul style="list-style-type: none"> <li>• Engage international school partner(s) in 2 or more pathways</li> <li>• Engage international school partner(s) in PBL in at least one pathway</li> <li>• Establish a school-wide project expo</li> </ul>	Year 3 <ul style="list-style-type: none"> <li>• 100% of students participate in a team project represented at the Expo beginning in 2019</li> <li>• 100% of seniors participate in the Capstone Showcase</li> <li>• International exchange experiences with an Academy partner school will take place annually</li> </ul>		
Prepare 9th grade students to succeed in the academy curriculum  <b>FOCUS – Preparing 9<sup>th</sup> Grade Students for Success at THINC</b>	Year 1 <ul style="list-style-type: none"> <li>• Provide pathway information to 8<sup>th</sup> grade families, students, and community members to help prepare students for success once enrolled at ThINC</li> <li>• Design transition program for rising 9<sup>th</sup> graders with TCSS</li> <li>• Enhance community relationships to support academy readiness and student enrollment in appropriate pathways</li> </ul> Years 2 - 3 <ul style="list-style-type: none"> <li>• Engage rising 9<sup>th</sup> grade students in transition program to provide successful transition into ThINC Academy.                             <ul style="list-style-type: none"> <li>✓ ThINC soft skills, academic reinforcement, goal setting, study skills, planning and time management, earning credits, graduation requirements, a college and career plan for graduation (postsecondary education and career; NOTE: online portfolio such as LinkedIn)</li> </ul> </li> </ul>	Year 1 <ul style="list-style-type: none"> <li>• Detailed Plans of Study are published for each pathway no later than January 2017</li> </ul> Year 2 <ul style="list-style-type: none"> <li>• Develop outcome measurements aligned with the plan</li> <li>• 100% of enrolled students have an electronic 5-Year plan</li> </ul>	<ul style="list-style-type: none"> <li>• CEO</li> <li>• Board</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• School District</li> <li>• Board of Directors</li> <li>• Summer Program \$15,000</li> </ul>

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INSTRUCTION: Inquiry-based, project-based learning is an integral part of instruction that includes strategies for differentiation and usage of instructional technology. Instruction is data driven and planned by a team of instructors.

Strategies	Action Steps/Yearly Goals	Measurable Outcomes	Lead Person(s)/Team	Resources
Academy teams use Common Planning Time (CPT) for continuous improvement of instruction and increased student learning.  <b>FOCUS – Common Planning</b>	Years 1 - 3 <ul style="list-style-type: none"> <li>Provide all academy instructors with common planning time within the regular schedule</li> <li>Use common planning time to impact instruction through:               <ul style="list-style-type: none"> <li>Review of shared-student data</li> <li>Identification of academic interventions</li> <li>Development of multi-disciplinary integrated curriculum units</li> <li>Sharing of successful practices</li> <li>Removal of barriers to student academic success</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Continuous review of Academy team meeting minutes reflects the use of common planning time to address issues that impact instruction</li> <li>100% of annual teacher evaluations reflect effectiveness ratings that meet or exceed expectations.</li> <li>Annually, overall student achievement growth meets or exceeds state targets.</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> </ul>	<ul style="list-style-type: none"> <li>Local Budget</li> </ul>

**GOAL 1 of 3: TRANSFORMING TEACHING AND LEARNING: Teaching and Learning is most successful when it is Learner Centered, Knowledge Centered, and Assessment Centered within the context of Community.**

USE OF DATA- Teaching and Learning will be driven by data.

Strategies	Action Steps/Yearly Goals	Measurable Outcomes	Lead Person(s)/Team	Resources
A collection of dashboard reports will be used to monitor ongoing academy and student success  <b>FOCUS – Data Collection</b>	Year 1 <ul style="list-style-type: none"> <li>Determine data to be used for dashboard reports that reflect ongoing academy success and student growth and achievement</li> <li>Ensure collection of data include relevant achievement, social-emotional (e.g. FITT; CASEL) and community (partnership) data</li> <li>Determine frequency of data updates</li> <li>Develop a system to generate dashboard reports</li> </ul> Years 2-3 <ul style="list-style-type: none"> <li>Review, update, and share relevant data</li> <li>Aggregate data to evaluate student growth and achievement by student, pathway and academy</li> <li>Use dashboard reports to monitor and adjust instruction, personnel, and/or curriculum to ensure continuous improvement of the academy and ensure student growth and achievement</li> </ul>	Year 1 <ul style="list-style-type: none"> <li>Continuous review of team minutes reflects use of student data by individual student, content and/or pathway in team meetings</li> <li>During FY17, the electronic dashboard reporting system is operational</li> </ul> Year 2 <ul style="list-style-type: none"> <li>Continuous review of academy dashboard reports is reflected in board meeting minutes, advisory council minutes, and team meeting minutes</li> <li>No later than June 2017, 100% of professional staff have access to relevant student data to support teaching and learning</li> </ul> Year 3	<ul style="list-style-type: none"> <li>CEO</li> </ul>	<ul style="list-style-type: none"> <li>Data sources</li> </ul>

Revised May 4, 2016

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USE OF DATA- Teaching and Learning will be driven by data.

Strategies	Action Steps/Yearly Goals	Measurable Outcomes	Lead Person(s)/Team	Resources
	<ul style="list-style-type: none"><li>Use individual academy/pathway dashboard reports to monitor the success and viability of each academy / pathway</li></ul>	<ul style="list-style-type: none"><li>No later than June 2019, the academy is awarded accreditation by the National Career Academy Coalition</li></ul>		



**GOAL 2 of 3: Redesigning the School Experience:** In a redesigned school, student choice will be a priority, in the availability of and access to high-quality communities which provide preparation for success in college and career. Staff will form Professional Learning Communities and partner with business, community in the acquisition and use of resources necessary for success of the school. Expectations for high school redesign will be set and supported by both the District and the community.

**OWNERSHIP AND CLEAR UNDERSTANDING OF ROLES:** All parties in ThINC have a clear understanding of roles and responsibilities, action steps, timelines and expected outcomes.

Strategies	Action Steps/Yearly Goals	Measurable Outcomes	Lead Person(s)/Team	Resources
The Board of Directors of ThINC Academy ensures the success of the school.	Years 1 - 3 <ul style="list-style-type: none"> <li>The Board of Directors of ThINC Academy hires and supports a CEO and Principal who each understand and embrace best practices of the Academy model.</li> </ul>	<ul style="list-style-type: none"> <li>The Board of Directors of ThINC Academy includes NSOP expectations in the annual evaluation of the CEO.</li> </ul>	<ul style="list-style-type: none"> <li>Chair of the Board of Directors</li> </ul>	<ul style="list-style-type: none"> <li>Private funds</li> </ul>
The CEO supports the principal in implementation of the academy model and overall school operations	Years 1 - 3 <ul style="list-style-type: none"> <li>Advocates to the ThINC Board of Directors for resources the Principal/school need to be successful</li> <li>Ensures the principal is evaluated based on the success of implementing the Academy model</li> <li>Creates/modifies job descriptions for all academy-related positions</li> <li>Aligns community needs and student interest in determining pathways</li> <li>Determines professional development needs for Academies and plan for implementation</li> <li>Develops business and community relationships to ensure sustainability of ThINC Academy</li> </ul>	<ul style="list-style-type: none"> <li>Annually, the budget reflects adequate support to fund operating costs TBD annually</li> <li>100% of Academy pathways have equipment, materials and supplies deemed necessary by business partners, TBD annually</li> <li>100% of Academy pathways lead to high-skill, high-demand career paths</li> <li>Student enrollment increases annually by a minimum as developed by the THINC. Board</li> </ul>	<ul style="list-style-type: none"> <li>CEO</li> </ul>	<ul style="list-style-type: none"> <li>Operating Budget to be developed</li> <li>Equipment, materials and supplies budget to be developed</li> </ul>
The Principal leads the Academy using the National Standards of Practice as the foundation for success.	Year 1 <ul style="list-style-type: none"> <li>Assesses for continuous improvement in meeting NSOPs</li> <li>Assesses academy for continuous improvement in meeting or exceeding student growth and achievement targets and the Profile of a ThINC Academy Graduate</li> <li>Facilitates academy professional development plans in coordination with instructors and staff as part of the Professional Learning Community</li> <li>Leads the Leadership Team in developing a School Improvement Plan (SIP) incorporating progress toward ThINC's 3-Year Strategic Plan</li> <li>Ensures the Academy Coach is evaluated based on effectiveness in supporting the school community in meeting NSOP goals outlined in the School Improvement Plan</li> <li>Establish a 12 month CTAE Supervisor position</li> </ul>	Year 1 <ul style="list-style-type: none"> <li>Annually, the School Improvement Plan reflects goals aligned with ThINC's 3-year plan for Academy accreditation</li> <li>Annually, the master schedule reflects common planning time for each academy</li> <li>Beginning July 1, 2016, hires and retains a 12-month academy coach</li> <li>Annually, teacher daily attendance rate meets or exceeds 95%, excluding maternity/FMLA leave</li> <li>Annually, beginning July 2017, team/teacher leaders will receive stipends for added responsibilities</li> <li>Annually, a review of advisory board minutes will reflect review, update and approval of curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Academy Coach</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>Funding for an academy coach and career counselor</li> <li>Academy Coach (\$45,000)</li> <li>CTAE Supervisor – move Mechatronics Instructor to <b>12 month position (\$18,000)</b></li> <li>Year 3</li> <li>Academy Counselor (\$45,000)</li> </ul>

**GOAL 2 of 3: Redesigning the School Experience:** In a redesigned school, student choice will be a priority, in the availability of and access to high-quality communities which provide preparation for success in college and career. Staff will form Professional Learning Communities and partner with business, community in the acquisition and use of resources necessary for success of the school. Expectations for high school redesign will be set and supported by both the District and the community.

**OWNERSHIP AND CLEAR UNDERSTANDING OF ROLES:** All parties in THINC have a clear understanding of roles and responsibilities, action steps, timelines and expected outcomes.

Strategies	Action Steps/Yearly Goals	Measurable Outcomes	Lead Person(s)/Team	Resources
	<p>Years 2 - 3</p> <ul style="list-style-type: none"> <li>• Monitors and updates professional development plan</li> <li>• Monitors and updates the Strategic Plan</li> <li>• Modifies curriculum to ensure current and relevant teaching and learning</li> <li>• Year 3</li> <li>• FY18 hire and retain a 12-month career counselor</li> <li>•</li> </ul>	<p>Year 2</p> <ul style="list-style-type: none"> <li>• No later than June 2018 a 12-month career counselor will be hired</li> </ul> <p>Year 3</p> <ul style="list-style-type: none"> <li>• No later than June 2019, academy awarded accreditation by the National Career Academy Coalition</li> <li>• By 2019, the charter will be renewed</li> </ul>		
<p>Create a position called the Academy Coach to support the development and implementation of rigor, relevance and relationships in CTE programs</p>	<p>Years 1 - 3</p> <p><i>DRAFT JOB DESCRIPTION: ACADEMY COACH – COMMUNITY LIASON</i></p> <ul style="list-style-type: none"> <li>• <i>Work directly with the CEO, and serve as the contact person for business, community and post-secondary engagement for CTE programs</i></li> <li>• <i>Works with other Academy personnel on Senior THINC Capstone</i></li> <li>• <i>Use data to ensure that strategic goals are met for: WBL, Employer Engagement, Parent Engagement, etc.</i></li> <li>• <i>Organize Advisory Groups for each CTAE program: schedule meetings, document action items, serve as a liaison between Instructors, business communities and THINC leadership</i></li> <li>• <i>Ensure that vision and mission of each Advisory Group is accomplished: curriculum engagement, mentorship, speaking engagements, etc.</i></li> <li>• <i>Plan events: career –job fairs, employer – Advisory Group recognitions, employer welcome event, Career Focus, employer tours - on/off campus, global speakers bureau</i></li> <li>• <i>Coordinate and plan activities to engage parents including annual parent/student survey</i></li> <li>• <i>Establish and coordinate Ambassador program</i></li> <li>• <i>Work with the WBL Coordinator to develop and execute strategy for students to secure jobs, internships, apprenticeships, job shadowing, etc. aligned with career goals</i></li> <li>• <i>Supervise WBL Coordinator</i></li> <li>• <i>Assist with recruitment of students – plan events, purchase give-aways,</i></li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>• No later than May 2017, an Academy Coach is hired depending on availability of FTE funds</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>• 100% of graduates meet all profiles of a ThINC graduate</li> <li>• 100% of graduates earn post-secondary credit and/or professional certifications.</li> <li>• Academy team minutes reflect Academy Coach attendance in weekly meetings</li> <li>• 100% of graduates participate in a continuum of experiential learning and career exploration</li> <li>• Annual Parent Survey reflects 95% satisfaction rate</li> </ul> <p>Year 3</p> <ul style="list-style-type: none"> <li>• By June 2019, 100% of instructors have participated in a minimum of one externship</li> </ul>	<ul style="list-style-type: none"> <li>• CEO</li> </ul>	<ul style="list-style-type: none"> <li>• Local FTE Budget – 12 month position</li> </ul>

**GOAL 2 of 3: Redesigning the School Experience:** In a redesigned school, student choice will be a priority, in the availability of and access to high-quality communities which provide preparation for success in college and career. Staff will form Professional Learning Communities and partner with business, community in the acquisition and use of resources necessary for success of the school. Expectations for high school redesign will be set and supported by both the District and the community.

**OWNERSHIP AND CLEAR UNDERSTANDING OF ROLES:** All parties in THINC have a clear understanding of roles and responsibilities, action steps, timelines and expected outcomes.

Strategies	Action Steps/Yearly Goals	Measurable Outcomes	Lead Person(s)/Team	Resources
	<p><i>etc.</i></p> <ul style="list-style-type: none"> <li>• <i>With direction from the Principal, assist with development of externships for all Instructors</i></li> <li>• <i>Develop and coordinate senior transition program, ensuring connection to higher education and/or work</i></li> <li>• <i>Communicate with employers regarding all student organization accomplishments</i></li> <li>• <i>Assist with grants</i></li> <li>• <i>Serve on community committees related to workforce development</i></li> <li>• <i>Assist with the management of One Smart Cookie website</i></li> <li>• <i>Provide career coaching to students</i></li> <li>• <i>Collect, analyze and communicate data: enrollment, experiential learning, industry certifications, MOWR, attendance, graduation rate, etc.</i></li> <li>• <i>Prepare budget for events, entertainment, recruitment marketing</i></li> <li>• <i>Supervise the WBL coordinator</i></li> </ul>	<ul style="list-style-type: none"> <li>• No later than June 2019, academy awarded accreditation by the National Career Academy Coalition</li> </ul>		
<p>Teacher Team Leaders sustain a system of highly effective teams to promote student growth and achievement.</p>	<p>Year 3</p> <ul style="list-style-type: none"> <li>• Lead teams by developing agendas for weekly meetings that support student social-emotional and academic growth and achievement, parental involvement, and shared professional development</li> <li>• Develop and implement integrated, project-based curricula directly related to the academy's focus</li> <li>• Facilitate the development and submission of curricular enrichment activities and community investment data collection.</li> <li>• Lead academy teams in the use of a pyramid of interventions for students requiring social-emotional and academic support</li> <li>• Facilitate the professional development of the academy team</li> <li>• Collaborate with exceptional education, ELL and counseling staff as needed to support student success</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of students meet or exceed graduation requirements</li> <li>• The student daily attendance rate meets or exceeds 95%</li> <li>• All subgroups meet or exceed annual academic growth and achievement targets</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Leaders</li> <li>• Principal</li> <li>• Assistant Principal</li> </ul>	<ul style="list-style-type: none"> <li>• No cost</li> <li>• Collaborative for Academic, Social and Emotional Learning (CASEL) free resources</li> </ul>

**GOAL 2 of 3: Redesigning the School Experience:** In a redesigned school, student choice will be a priority, in the availability of and access to high-quality communities which provide preparation for success in college and career. Staff will form Professional Learning Communities and partner with business, community in the acquisition and use of resources necessary for success of the school. Expectations for high school redesign will be set and supported by both the District and the community.

**STUDENT CHOICE:** All students will have the opportunity to belong to a small, personalized, learning community of their choice, with opportunities to demonstrate leadership and responsibility.

Strategies	Action Steps/Yearly Goals	Measurable Outcomes	Lead Person(s)/Team	Resources
<p>Students make informed choices for academy pathways based on career awareness</p> <p><b>FOCUS – Marketing</b></p>	<p>Year 1</p> <ul style="list-style-type: none"> <li>• Host 8<sup>th</sup> grade parent and student open house</li> <li>• Host an annual ThINC career exploration fair for 9<sup>th</sup> grade (possibly 8<sup>th</sup> grade also) students and parents</li> <li>• Create a marketing plan including materials to inform and recruit students</li> <li>• Programs of study are published electronically for all pathways</li> </ul> <p>Years 2 - 3</p> <ul style="list-style-type: none"> <li>• Year 1 and,</li> <li>• Update programs of study</li> <li>• Monitor attendance at open houses</li> <li>• Revise marketing as needed</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>• Student enrollment increases annually by a minimum as developed by the THINC. Board</li> <li>• No later than January 2017, 100% of approved programs of study are published electronically include the opportunities for dual credit, dual enrollment, experiential learning expectations, and professional certifications</li> <li>• Marketing materials are broadly distributed, available electronically, and updated annually.</li> </ul>	<ul style="list-style-type: none"> <li>• CEO</li> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Academy Coach</li> </ul>	<ul style="list-style-type: none"> <li>• Business partners</li> <li>• Marketing Group (\$40,000)</li> </ul>
<p>Students have opportunities to develop leadership skills</p>	<p>Year 1</p> <ul style="list-style-type: none"> <li>• Identify and train 11<sup>th</sup> and 12<sup>th</sup> grade students to act as Academy ambassadors</li> <li>• Engage Ambassadors with visitors to ThINC and in recruitment efforts</li> <li>• Ensure students have access to co-curricular clubs, student government, and academy related Career and Technical Student Organizations (CTSOs).</li> </ul> <p>Years 2-3</p> <p>Year 1 and,</p> <ul style="list-style-type: none"> <li>• Identify and train 10<sup>th</sup> and 11<sup>th</sup> graders to as ambassadors</li> <li>• Students and instructors will engage in data chats specific to academic progress and profiles of a ThINC Graduate each quarter</li> <li>• Students will lead data chats with parents and identify their strengths and areas for growth</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>• No later than June 2016, identify candidates and select ambassadors for the 2016–17 SY</li> <li>• During the first month of SY 2016-17, ambassador training will be completed</li> <li>• 100% of students will be proficient as measured by the Soft Skills rubric</li> <li>• 100% of graduates will meet the 4 profiles of a ThINC graduate</li> <li>• 100% of school tours will be student led</li> <li>• Students ambassadors will participate in all 8<sup>th</sup> and 9<sup>th</sup> grade recruiting efforts</li> </ul>	<ul style="list-style-type: none"> <li>• Academy Coach</li> </ul>	<ul style="list-style-type: none"> <li>• No cost</li> </ul>

**GOAL 2 of 3: Redesigning the School Experience:** In a redesigned school, student choice will be a priority, in the availability of and access to high-quality communities which provide preparation for success in college and career. Staff will form Professional Learning Communities and partner with business, community in the acquisition and use of resources necessary for success of the school. Expectations for high school redesign will be set and supported by both the District and the community.

**TECHNOLOGY and DATA:** A technology and data infrastructure is in place and available to support instructional technology, interventions for student performance, and instructors to work in professional learning communities

Strategies	Action Steps/Yearly Goals	Measurable Outcomes	Lead Person(s)/Team	Resources
Technology infrastructure supports student mastery of 21 <sup>st</sup> century skills	Year 1 <ul style="list-style-type: none"> <li>• Provide academy instructors and students with current, technology driven, interactive classrooms and labs</li> <li>• Provide academy instructors and students with access to email, the internet and appropriate hardware/software supported through the academy instructional program</li> <li>• Investigate platforms for online/blended learning</li> </ul> Year 2 <ul style="list-style-type: none"> <li>• Year 1 and,</li> <li>• Provide training for instructors and students in the use of online learning environment</li> <li>• Use technology to provide universal access to academy curriculum for all students</li> <li>• Provide access to a blended/online learning environment</li> </ul> Year 3 <ul style="list-style-type: none"> <li>• Implement blended learning plan</li> </ul>	Year 1 <ul style="list-style-type: none"> <li>• 100% classrooms and labs are equipped with current instructional technology</li> <li>• Every teacher and academy student has an email account and access to 21<sup>st</sup> century technology during the school day</li> </ul> Year 3 <ul style="list-style-type: none"> <li>• By August 2018, determine online/blended learning plan for THINC</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• IT Director</li> </ul>	<ul style="list-style-type: none"> <li>• District Learning Technology Department</li> <li>• Develop perpetual technology budget to ensure upgrades and expansion</li> </ul>

**GOAL 2 of 3: Redesigning the School Experience:** In a redesigned school, student choice will be a priority, in the availability of and access to high-quality communities which provide preparation for success in college and career. Staff will form Professional Learning Communities and partner with business, community in the acquisition and use of resources necessary for success of the school. Expectations for high school redesign will be set and supported by both the District and the community.

**TECHNOLOGY and DATA:** A technology and data infrastructure is in place and available to support instructional technology, interventions for student performance, and instructors to work in professional learning communities

Strategies	Action Steps/Yearly Goals	Measurable Outcomes	Lead Person(s)/Team	Resources
<p>Establish two Academies (houses) within ThINC that have adequate, dedicated, and identifiable space and develop an expansion plan</p>	<p>Year 2</p> <ul style="list-style-type: none"> <li>• Divide ThINC into two houses focused on STEM and human services</li> <li>• Ensure Academy team classrooms are in close proximity to one another</li> <li>• Academies are identifiable and accessible within the school building for students and community partners</li> <li>• School map is posted near the school entrance</li> <li>• Determine space needs, locations, funding source, and timeline for expansion</li> <li>• Monitor feasibility of expansion, and determine non-competing academy pathways</li> </ul> <p>Year 3</p> <ul style="list-style-type: none"> <li>• Fully develop plan for expansion</li> </ul>	<p>Year 2</p> <ul style="list-style-type: none"> <li>• By August 2018, ThINC will be divided into two houses with dedicated and shared instructors with common students</li> <li>• Student enrollment increases annually by a minimum as developed by the THINC. Board</li> </ul> <p>Year 3</p> <ul style="list-style-type: none"> <li>• By June 2019, each academy will be nationally accredited</li> <li>• By June 2019, approved written plan for expansion will ready to be executed</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Local budget</li> </ul>
<p>The learning environment is flexible and supports collaboration, teamwork, and personalized learning</p>	<p>Years 1-3:</p> <ul style="list-style-type: none"> <li>• Ensure that all furniture purchased is flexible, mobile and supports teamwork and collaboration</li> <li>• Ensure wireless and electrical infrastructure access in all educational spaces</li> <li>• Monitor purchase of furniture to ensure flexibility, mobility and support for teamwork and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of instructional space will support the collaboration, teaming and personalized learning spaces high school students, faculty, and partners</li> <li>• 100% of remodeled spaces and new construction will have open spaces, flexible furniture, and wireless access and electrical infrastructure</li> <li>• 100% of school furniture purchased for high schools will be flexible, mobile and support teamwork and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• CEO</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Local Budget</li> </ul>

**GOAL 2 of 3: Redesigning the School Experience:** In a redesigned school, student choice will be a priority, in the availability of and access to high-quality communities which provide preparation for success in college and career. Staff will form Professional Learning Communities and partner with business, community in the acquisition and use of resources necessary for success of the school. Expectations for high school redesign will be set and supported by both the District and the community.

**MARKETING / COMMUNICATION:** A marketing and communication plan is in place to consistently communicate the goals and processes of the Academies of Nashville.

Strategies	Action Steps/Yearly Goals	Measurable Outcomes	Lead Person(s)/Team	Resources
ThINC has a comprehensive marketing and communications plan	Years 1-3 <ul style="list-style-type: none"> <li>• Engage students, parents, business partners, and other academy stakeholders in communicating the mission, vision, and benefits of ThINC to the broader community</li> <li>• ThINC administration and Board members will be intentional in communicating and offering collaborative opportunities to the school district community</li> <li>• Conduct annual public opinion poll to gauge public awareness and understanding of ThINC</li> </ul>	<ul style="list-style-type: none"> <li>• Student enrollment increases annually by a minimum as developed by the THINC. Board</li> </ul>	<ul style="list-style-type: none"> <li>• CEO</li> </ul>	<ul style="list-style-type: none"> <li>• Business partners</li> <li>• Local/ FTE budget</li> <li>• Private donations</li> </ul>
The ThINC enrollment process is clearly communicated to stakeholders, prospective students, and families.	Years 1-3 <ul style="list-style-type: none"> <li>• Introduce the academy offerings and application process in middle school</li> <li>• Host open houses for 8<sup>th</sup> and 9<sup>th</sup> grade students, families and school district counselors</li> <li>• Communicate the enrollment process through call-outs, internet, mailings, and business and community partners</li> </ul>	<ul style="list-style-type: none"> <li>• Student enrollment increases annually by a minimum as developed by the THINC. Board</li> </ul>	<ul style="list-style-type: none"> <li>• CEO</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Local budget</li> </ul>

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

Business Engagement and Supports: A collaborative structure will be in place to advise, assist, and advocate for ThINC Academy.

Strategies	Action Steps/Yearly Goals	Measurable Outcomes	Lead Person(s)/Team	Resources
<p>Business Advisory Boards, including postsecondary partners, will be established to support pathway instructors in the development and delivery of curriculum and instruction that meets or exceeds industry and postsecondary readiness standards.</p>	<p>Year 1</p> <ul style="list-style-type: none"> <li>• Establish a business advisory board that represents the pathways</li> <li>• Business Advisory board members provide current, relevant, and meaningful data and resources to ensure up-to-date curriculum</li> <li>• Business Advisory board members collaborate with instructors in the delivery of instruction/learning experiences</li> <li>• Business Advisory board members, administration, and instructors will collaborate to develop a profile of a business oriented learning environment for each pathway</li> </ul> <p>Years 2 - 3</p> <ul style="list-style-type: none"> <li>• Business Advisory board members continue to provide current, relevant, and meaningful data and resources to ensure up-to-date industry and postsecondary curriculum readiness</li> <li>• Business Advisory board members continue to collaborate with instructors in the delivery of instruction/learning experiences</li> <li>• Business Advisory board members, administration, and instructors begin the transformation of learning environments to become more business-like based on the profile</li> <li>• Monitor and adjust the profile, curriculum and instruction as needed.</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>• Annually, quarterly advisory board meetings will be scheduled prior to the start of each school year.</li> <li>• Annually, a calendar of academy events engaging business partners in support of curriculum and instruction will be outlined prior to the start of each school year</li> <li>• Quarterly review of advisory board meeting minutes will reflect data, resources and recommendations of business members to enhance curriculum and approve budgets</li> </ul> <p>Year 3</p> <ul style="list-style-type: none"> <li>• No later than August 2019, 100% of instructors will participate in a business externship related to their pathways</li> <li>• Quarter review of advisory board minutes will reflect advisory board approval of 100% of projects developed for implementation.</li> </ul>	<ul style="list-style-type: none"> <li>• CEO</li> </ul>	<ul style="list-style-type: none"> <li>• Business partners</li> <li>• Chamber of Commerce</li> </ul>
<p>The Business Advisory Boards support students through assisting and advising in the development and delivery of curriculum and instruction that</p>	<p>Year 1</p> <ul style="list-style-type: none"> <li>• In collaboration with instructors and staff, business advisory board members develop and begin implementation of a continuum of business engagement with students by grade level and pathway (examples below)                             <ul style="list-style-type: none"> <li>○ Career Fair</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• No later than June 2016, a quarterly review of meeting minutes reflects an approved outline of business partner engagement activities, appropriate training programs, continuum of postsecondary career experiences and timelines for each by grade level and pathway</li> </ul>	<ul style="list-style-type: none"> <li>• CEO</li> <li>• Lead Instructors</li> <li>• All ThINC Personnel</li> </ul>	<ul style="list-style-type: none"> <li>• Business partners</li> </ul>



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

Business Engagement and Supports: A collaborative structure will be in place to advise, assist, and advocate for ThINC Academy.

Strategies	Action Steps/Yearly Goals	Measurable Outcomes	Lead Person(s)/Team	Resources
<p>meets or exceeds industry standards and postsecondary readiness.</p>	<ul style="list-style-type: none"> <li>○ Career Speakers (local, national, international)</li> <li>○ Mentors</li> <li>○ Curriculum development, revisions</li> <li>○ Instructional delivery</li> <li>○ Financial Literacy</li> <li>○ FAFSA completion</li> <li>○ Capstone</li> <li>○ Portfolio</li> <li>○ Job Shadowing</li> <li>○ Internships</li> <li>○ Market trends and career data</li> <li>• In collaboration with instructors and staff, business advisory board members identify and begin implementation of appropriate training programs for students (examples below)               <ul style="list-style-type: none"> <li>○ Internship opportunities</li> <li>○ Job shadowing</li> <li>○ Before/after school activities and programs</li> <li>○ Field trips/industry tours</li> <li>○ Open house events, etc.</li> <li>○ College visits</li> <li>○ Financial Literacy</li> </ul> </li> <li>• In collaboration with instructors and staff, business advisory board members develop and begin implementation of a continuum of postsecondary and career experiences for students by grade level and pathway (examples below)               <ul style="list-style-type: none"> <li>○ 9<sup>th</sup> – Virtual college tours, college speakers/Career speakers and aptitude test</li> <li>○ 10<sup>th</sup> – College visit and Blended learning; Career field trip</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• No later than September 2016, a quarterly review of meeting minutes reflects tentative calendaring and scheduling of business partner engagement activities, appropriate training programs, continuum of postsecondary and career experiences and timelines for each by grade level and pathway</li> <li>• No later than June 2019, 100% of ThINC graduates will have:           <ul style="list-style-type: none"> <li>○ An online portfolio that reflects evidence of:               <ul style="list-style-type: none"> <li>▪ a continuum of postsecondary and career experiences, including the capstone project written document</li> <li>▪ participation in college visits</li> <li>▪ completed postsecondary and career applications</li> <li>▪ job shadowing</li> <li>▪ internship</li> <li>▪ postsecondary readiness scores (SAT, ACT, other placement test)</li> <li>▪ scholarship applications and awards</li> <li>▪ participation in blended and/or online learning</li> <li>▪ completion of at least one advanced course for college credit and/or professional certification</li> <li>▪ professional and leadership skills and creativity (e.g. presentations, club membership/offices held, service learning, volunteer service, samples of work)</li> </ul> </li> </ul> </li> </ul>		

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Strategies	Action Steps/Yearly Goals	Measurable Outcomes	Lead Person(s)/Team	Resources
	<ul style="list-style-type: none"> <li>○ 11<sup>th</sup> – College applications, dual enrollment, ACT/SAT prep; Job Shadowing</li> <li>○ 12<sup>th</sup> – FAFSA completion, College and Scholarship Applications; Capstone completion</li> <li>• Business advisory and board members will engage parents in the educational process (examples)               <ul style="list-style-type: none"> <li>○ Parents will support and participate in open houses, college visits, FAFSA completion, and as career speakers</li> <li>○ Parents will be ambassadors for the school, helping market and promote the school within the community</li> </ul> </li> </ul> <p>Years 2 – 3</p> <ul style="list-style-type: none"> <li>• Continue year one with extended implementation – phased in over a four year period</li> <li>• Monitor and adjust as needed based on continuous improvement</li> </ul>	<ul style="list-style-type: none"> <li>▪ self-evaluations (aptitudes, strengths, areas for growth, reflections of experiences, career interests, etc.)</li> <li>• 100% Satisfaction reflected in Parent survey</li> </ul>		

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Business Engagement and Supports: A collaborative structure will be in place to advise, assist, and advocate for ThINC Academy.

Strategies	Action Steps/Yearly Goals	Measurable Outcomes	Lead Person(s)/Team	Resources
<p>ThINC Academy will be a sustainable model for high school transformation and effective postsecondary and career readiness education</p>	<p>Year 1</p> <ul style="list-style-type: none"> <li>• Determine itemized needs for ThINC to remain sustainable once initial funding expires</li> <li>• Explore the expansion of ThINC Academy as an expansion of the Charter agreement in partnership with TCSS</li> <li>• Explore the replication of ThINC Academy</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>• Identify funding to support expansion of ThINC                             <ul style="list-style-type: none"> <li>○ City, county, state, education SPLOST referendum</li> <li>○ Partners</li> </ul> </li> <li>• Explore and select location for new ThINC facilities</li> <li>• Plan for construction to begin on the new facility</li> </ul> <p>Year 3</p> <ul style="list-style-type: none"> <li>• Begin construction, purchase/lease of new ThINC facility</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>• No later than Dec. 2016 an itemized list of needs of operational, equipment, facility and expansion are identified. If brick and mortar are required for expansion, a plan for SPLOST is evaluated.</li> <li>• A five – 10 year operational sustainability plan is developed.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>• No later than December 2018, a written plan to address 100% of sustainability needs will be in place</li> </ul> <p>Year 3</p> <ul style="list-style-type: none"> <li>• No later than August 1, 2019 construction, purchase or lease of a new facility will begin.</li> </ul>	<ul style="list-style-type: none"> <li>• Robby Burch – Lead</li> <li>• Byron Jones</li> <li>• John Radcliffe</li> <li>• Karen Cagle</li> <li>• Kathy Carlisle</li> <li>• Kirk Hancock</li> <li>• Corinne Hodges</li> <li>• Renae Willis</li> <li>• Perrin Alford</li> <li>• Patrick Crews</li> </ul> <ul style="list-style-type: none"> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

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Business Engagement and Supports: A collaborative structure will be in place to advise, assist, and advocate for ThINC Academy.

Strategies	Action Steps/Yearly Goals	Measurable Outcomes	Lead Person(s)/Team	Resources
<p>ThINC Academy will engage intentionally with the school district to ensure sustainability of the ThINC model for school transformation</p>	<p>Year 1</p> <ul style="list-style-type: none"> <li>• Develop an intentional partnership with the Troup County School System</li> <li>• Organize a TCSS/ThINC task force</li> <li>• Task force will outline partnership activities</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>• Task force will develop a budget report to outline revenue and school budget to be implemented in 2018-2019</li> <li>• The task force will work with appropriate ThINC and TCSS personnel to develop a renewal Charter School agreement</li> </ul> <p>Year 3</p> <ul style="list-style-type: none"> <li>• The task force will continue to work with appropriate ThINC and TCSS personnel to implement the new Charter School agreement</li> <li>• The task force will ensure adequate funding for ThINC as it expands to a new location.</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>• No later than June 30, 2016, a written/electronic document will identify members, and goals, and responsibilities of the TCSS/ThINC Partnership Taskforce</li> <li>• No later than September 30, a written/e-document will identify a timeline and list of activities for year 1</li> <li>• No later than Spring, 2017, an approved plan will be in place to provide per pupil funding to ThINC from the state and county for the 2018-2019 school year.</li> <li>• Annually, a timeline and list of activities will be updated and published no later than August 1. Annually, a budget meeting all approved expenses for the school fiscal year July 1- June 30, will be approved no later than May, of each year.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>• No later than December 2018, a renewal charter agreement will be approved for ThINC for 2019 – 2024</li> </ul>	<ul style="list-style-type: none"> <li>• CEO</li> <li>• Business partner chair</li> <li>• Superintendent</li> </ul>	<ul style="list-style-type: none"> <li>• Private sector</li> <li>• TCSS</li> <li>• State, local, private and grant funds</li> </ul>

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

Business Engagement and Supports: A collaborative structure will be in place to advise, assist, and advocate for ThINC Academy.

Strategies	Action Steps/Yearly Goals	Measurable Outcomes	Lead Person(s)/Team	Resources
<p>ThINC Academy will engage intentionally with the community and school district to ensure sustainability of the ThINC model for school transformation</p>	<p>Year 1</p> <ul style="list-style-type: none"> <li>• Recruit additional private sector partners (e.g., Wellstar West Georgia medical Group, Caterpillar, Duracell, Great Wolf, Marriott/hotels, Car dealerships)</li> <li>• Engage business/community partners to advise, assist and advocate for ThINC</li> <li>• Develop and implement an electronic tracking system to monitor business/community partner investment</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>• Continue to recruit additional private sector partners with a focus on alignment to academy pathways</li> <li>• Expand the engagement of business/community partners to advise, assist and advocate for ThINC</li> <li>•</li> </ul> <p>Year 3</p> <ul style="list-style-type: none"> <li>• Continue to recruit additional private sector partners while retaining existing partners</li> <li>• Continue to engage and monitor business/community partner investment</li> </ul>	<ul style="list-style-type: none"> <li>• By June 30, 2017, signed business partners will increase by a minimum of 20%</li> <li>• No later than August 1, 2016, an electronic Business and Community Partner Investment tracking system will be implemented.</li> <li>• Quarterly review of Business and Community Partner Investment data will reflect an average of 20 hours per week engagement in curriculum development, instructional delivery, and/or advocacy activities               <ul style="list-style-type: none"> <li>○ Annual review and update of academy curriculum</li> <li>○ Co-teaching, teaching in the classroom</li> <li>○ Field trips</li> <li>○ Internships</li> <li>○ Externships</li> <li>○ Advisory Board meetings</li> <li>○ Other</li> </ul> </li> <li>• Annually, the Business and Community Investment will increase as established by the THINC. Board</li> <li>• Annually, ThINC will retain a minimum 90% of business and community partners.</li> </ul>	<ul style="list-style-type: none"> <li>• CEO</li> <li>• Business partner chair</li> </ul>	