

College & Career Academies of Akron

# Middle School Master Plan

## Addendum

**Created in partnership with**

Akron Public Schools

Ford Next Generation Learning

Akron Community Foundation

**and with strategic support from**

Martha Holden Jennings Foundation

GAR Foundation

United Way of Summit/Medina

November 2020



Akron Public Schools (APS) has one focus - to prepare students for success. In our changing world, APS knew it must prepare students with the academic *and* professional skills necessary to succeed in the 21st century workforce. As a result, APS began a PreK-12th grade transformation to a College and Career Academy model. After just one year of full implementation across the district, high school student data showed improvement in grades, credits earned, discipline rates, graduation rates and more.

The next step is to provide middle school students with a solid foundation so that they are best prepared to take advantage of, and benefit from, the many opportunities that will be made available to them in high school. This Master Plan outlines the necessary steps to accomplish the overarching goals of:

- Developing positive school climate and culture
- Shifting instruction to an inquiry-based model
- Developing each child's social-emotional skills

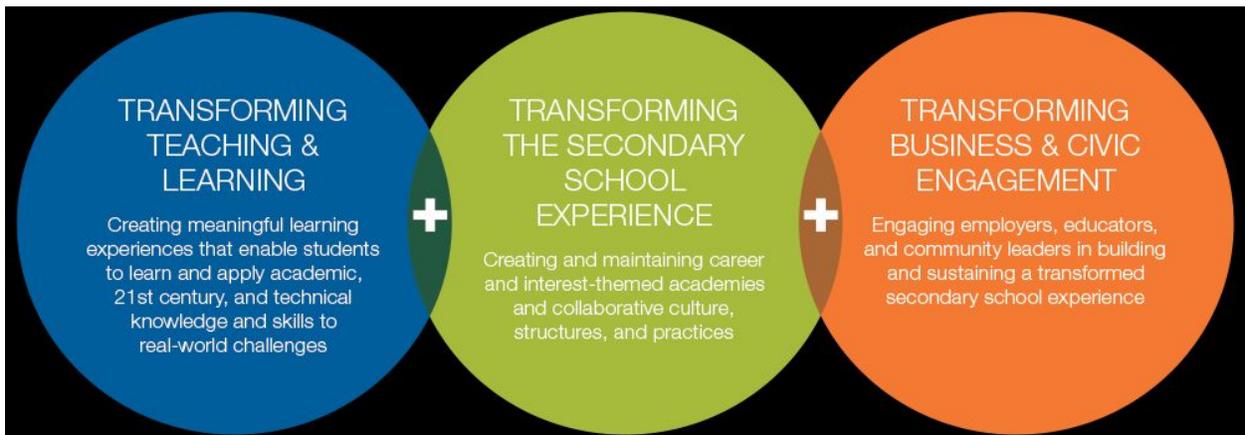
This Master Plan describes the transformation tactics that will ensure APS middle school students are well-prepared to enter high school and will have the necessary skill sets - as outlined in the APS Portrait of a Graduate - to achieve a successful future.

The APS transformation philosophy is closely aligned with the Ford Next Generation Learning (NGL) framework. As described below, the framework provides students with a sense of belonging, academic rigor, equity in participation and opportunity, and the professional skills development necessary to succeed in high school and beyond.

## **CCAA Framework**

The College and Career Academies of Akron is a PreK-12th grade transformation that utilizes the Ford Next Generation Learning (NGL) framework to design the

systems and structures needed to support a different educational experience for the students in the Akron Public Schools. The Ford NGL partnership was developed due to the tight alignment between the Akron Public Schools district focus areas of rigorous teaching and learning, safe learning centers and public engagement to the three Ford NGL strands. The Ford NGL framework is a community-driven approach designed to achieve the following outcomes: (1) increased community prosperity shared by all; (2) a strengthened talent pipeline; (3) young people prepared for college, careers, lifelong learning, and leadership; (4) educational equity and justice for all; and (5) the capacity to contribute and go further.



The College and Career Academies of Akron transformation at high school and in middle school will use the Ford NGL framework and make clear connections between the work outlined in the Master Plan and this framework.

### **Key Components of CCAA**

The College and Career Academies of Akron have three foundational aspects that guide the transformation at all levels. In middle schools, the key components of CCAA promote a positive school climate, embed social-emotional learning and shift instruction to an inquiry-based model.

1. **Small Learning Communities:** Middle schools will be structured as small learning communities made up of grade-level students, a core group of teachers, as well as business and community partners who collaborate to develop rigorous and relevant lessons. Every student on a grade-level team feels a sense of security, ownership and belonging, leading to increased attendance, participation and student achievement.

2. **Thematic Learning:** Students will solve real-world problems, driven by both community issues and the personal interests of students. Once students have developed a solution, they will then take action through service learning and implement their solution for the betterment of our community. Students will also explore careers during this time, observing and noting the professionals making a difference in our community every day.
3. **Business and Community Engagement:** Academies in middle school will rely heavily on nonprofit and philanthropic organizations to provide career exploration and service learning opportunities for students. Experiential learning will be provided to all students with guaranteed experiences in each grade level as well as teacher workplace learning to provide staff with real-world application of standards expected to be taught.

## Key Partners in the Middle School CCAA Transformation

Our key partners who were instrumental in launching our high school CCAA will continue to be instrumental with our middle school transformation as well. Partners with an \* indicate new partners specifically for our middle schools.

**Ford Next Generation Learning (NGL):** "Driving Transformation" describes how Ford Motor Company Fund, through the Henry Ford Learning Institute, supports business, civic, and education partners in a community to adopt the Ford Next Generation Learning framework and join a national network of communities that are transforming education. Over a 24-month period, Ford NGL guides a community to bring together key stakeholders, develop a common vision, and begin implementing the Ford NGL essential tactics.

**\*Martha Holden Jennings Foundation:** For more than 60 years, the Martha Holden Jennings Foundation has awarded grants to Ohio's schools for a wide variety of projects and initiatives that foster DEEP LEARNING and EXCELLENT TEACHING. The foundation has been the primary funder of the exploration, planning and launch of the middle school transformation.

**\*Akron Community Foundation (ACF):** Akron Community Foundation is where generous families, individuals, companies and nonprofits make charitable dollars go the furthest for the permanent good of our community. ACF served as the Convener for all of the master planning sessions. Additionally, they provided funding for the launch of the middle school transformation, including funding and housing a full-time staff person to coordinate the middle school partnerships.

**GAR Foundation** invests in Greater Akron to promote quality of life, education and economic opportunities for its people in a culturally vibrant community. As a major supporter of Akron Public Schools, the GAR Foundation has funded the exploration and implementation of College and Career Academies of Akron, as well as the elementary Essential Experiences which are community-based inquiry-based learning units.

**Akron Education Association** was established in 1946 and has been independent since 1978. The Association is one of the largest independent teacher unions in the country. They represent more than 2,000 teachers and support staff in the Akron Public Schools. The Association identified educators to serve on the master planning team, the vice president serves on the Executive Committee, and the president co-chairs the CCAA Transformation Team.

**United Way of Summit/Medina Counties:** United Way's mission is to improve lives by mobilizing the caring power of our community to advance the common good. United Way serves as the partner broker for the high school business and community partners and will work collaboratively with the Akron Community Foundation to coordinate partners with the middle school.

**ConxusNEO:** ConxusNEO is catalyzing growth and opportunity in Summit County by working to understand the talent needs of area companies and to cultivate a data-informed system that meets those needs. This backbone organization connects and aligns companies, education, economic development and public sector partners to foster meaningful cross-sector collaboration that improves talent system outcomes.

**Summit Education Initiative** is a nonprofit organization working to enhance the educational experiences of individuals and their families living in Summit County. Their mission is to improve personal and regional prosperity through increased educational attainment.

**Parents and Students** have been an integral part of the envisioning process for the Master Plan. They have provided feedback as members of the Steering Committee as well as participants in the Master Planning Sessions. Akron Public Schools is committed to involving all stakeholders in the transformation to college and career academies.

**Greater Akron Chamber** delivers economic development through a focus on talent, leadership and innovation. By engaging CEOs throughout the region to provide knowledge, planning, coordination and funding, the Greater Akron Chamber leverages the region's private sector to grow the economic base and increase prosperity for all businesses and citizens.

**City of Akron and County of Summit** government officials have provided leadership by serving on the Steering Committee, serving on boards of key College and Career Academy partners and assisting with the alignment of talent development systems in the region. Mayor Daniel Horrigan and County Executive Ilene Shapiro personally attended strategy sessions, assisted in the recruitment of business leaders to support the master planning process, met with students from every high school in the city to re-envision Akron and charged their highest level staff to serve on various planning committees related to the College and Career Academies.

## **APS Profiles**

### Hyre Community Learning Center

Hyre CLC is named in honor of Robert G. Hyre (1894-1961), who began his career with Akron Public Schools in 1929 when the Ellet District became part of Akron. From 1934-1950, he served as principal of the old Ellet High School and was given the task of organizing the new Ellet High School. He continued as principal of this new school until his resignation in 1956. The original Hyre Junior High School building was constructed in 1960 and additions were made in 1963 and 1971. The state-of-the-art Hyre CLC building opened its doors to students on September 1, 2011, and was dedicated on September 29. Currently Hyre serves 825 students in

sixth through eighth grades who are 68.8% White and 16.1% African American; 21.2% of the students have an Individualized Education Plan. Promotion rate is 100% for the past two years.

#### Innes Community Learning Center

The original Innes school building was constructed in 1959 and is named in honor of Walter J. Innes (1909-1944), whose life was characterized by his desire to serve his community and his country. Mr. Innes was an honor student and graduated from Kenmore High School in 1926. He taught physical education in Akron Public Schools from 1932-33. In 1934 he returned to Kenmore High School to teach history. In 1942 he joined the Army during World War II. He was killed in action in France in 1944. The dedication for the new building was held on August 19, 2009; classes started in the new building on August 26, 2009. There are currently 705 students enrolled with 28% of students on an IEP. At Innes, 51.4% of students are African American, 31% are White and 10.1% are two or more races.

#### Jennings Community Learning Center

The original Jennings school was built in 1915 with additions in 1917, 1921 and 1957. The school was named in honor of Reverend Isaac Jennings, known as the founder of Akron's school system. Ground was broken on March 11, 2006, to build the new Jennings CLC. It opened to students on December 3, 2007. Jennings CLC is the most diverse middle school in Akron. Jennings CLC instructs approximately 750 students with the following breakdown: 36% African American, 35% Asian, 16% White, 7% Hispanic, and 6% Multi-Race. Students at Jennings CLC also qualify as 34% English Language Learners and 20% Students with a Disability.

#### Litchfield Community Learning Center

Construction on the original Litchfield CLC began in 1959 and was finished in 1964. The school was named after Paul Weeks Litchfield, the superintendent of the Goodyear Tire and Rubber Company. In 2013, the original building was demolished, and the new Litchfield building, which is connected to the Firestone CLC building, was opened in the Fall of 2016. Litchfield was designated as an International Baccalaureate (IB) World School in the Fall of 2016. Litchfield works closely with Firestone CLC to align teaching techniques and curricula to ensure that students successfully transition from middle to high school. At Litchfield, we have a racially and ethnically diverse population: 63.3% of the students are African American; 21.5%, White; 8.4%, Multi-Race; 4.8%, Hispanic; 1.8%, Asian or Pacific Islander. Additionally, 21.4% of Litchfield students are on an IEP, and 100% are economically disadvantaged.

### Miller South School for the Visual and Performing Arts

The Miller South building was constructed in 1956 and originally opened as South High School. The school closed in 1980 but reopened as Miller South School for the Visual and Performing Arts in 1993, following a parent, student and staff interest survey which indicated community support for a visual and performing arts school. The school first became the South Education Center, but was renamed George C. Miller South Education Center in honor of Akron's first African American principal, George C. Miller. Miller South VPA is Akron's only performing arts middle school where any student, in or out of the district, can audition to gain acceptance into one of the seven arts programs: Visual Art, Dance, Vocal Music, Theatre, Band, Orchestra and Piano. The school also offers elective programs in the arts as well as one of the district's Steel Drum ensembles. As of 2019-2020, the current enrollment is 430 students in grades 4-8. At Miller South VPA, 2% of students are Asian, 4% of students are Hispanic, 9% of students are two or more races, 29% of students are African American and 56% of students are White.

### National Inventors Hall of Fame School...Center for Science, Technology, Engineering, and Mathematics Learning

The National Inventors Hall of Fame School...Center for Science, Technology, Engineering, and Mathematics Learning was founded in 2009 through a unique partnership with Akron Public Schools, The University of Akron, the National Inventors Hall of Fame, the City of Akron, the Greater Akron Chamber, and Akron Tomorrow. The first STEM designated middle school in the State of Ohio, NIHF STEM Middle School's vision is to provide the highest quality educational experience for students (learners) that ensures creativity and inventive thinking through a focus on science, technology, engineering, and mathematics. Learners work collectively with inventors, STEM-related businesses and organizations, and faculty and students from The University of Akron. NIHF STEM Middle School currently serves 390 learners in grades 5-8 with the following demographics: 40% White, 39% African American, 10% two or more races, 8% Asian, 3% Hispanic. A lottery process is used to randomly select 16 learners from each of the 6 geographical clusters in Akron and 12 learners from outside of Akron Public Schools.

## **Organizational Structures & Systems to Support**

### Community Convening Organization

The Community Convening Organization advocates for the shared community vision, provides viable and visible community leadership and offers guidance and

oversight for the entire community throughout the transformation process. In addition to being a neutral organization in the community, core responsibilities include building credibility for the transformation initiative within the community, engaging nonprofit and philanthropic organizations in the community-driven process to share the vision and mission and building community support necessary for long-term sustainability.

Akron Community Foundation is committed to improving the quality of life in Greater Akron by providing philanthropic leadership that makes a lasting investment in the community. Akron Community Foundation was a clear choice to lead this transformational work due to their role as a leader in the nonprofit sector with over 670 nonprofit organizations working with the Akron Community Foundation as well as their commitment to education, health and human services and civic affairs. Akron Community Foundation partners with stakeholders across the nonprofit system to establish a common language, shared vision and goals and aligned strategies that impact the overall health of the community.

#### Steering Committee

The Steering Committee serves as the primary driver of the College and Career Academy transformational effort. The 80-member committee is composed of business and community partners, APS students, parents, teachers, counselors, partners, administrators and board members. Collectively, the membership is tasked with providing oversight and guidance for the PreK through 12th grade transformation through all phases of the Ford NGL Roadmap. The Steering Committee has smaller groups that focus on high school, middle school and elementary school tactics that help guide the transformational work forward. Meeting three times per year, the Steering Committee is a permanent leadership team that mobilizes community engagement, cultivates community ownership, guides continuous improvement, removes barriers and finds the resources to support and sustain the transformation.

#### Executive Committee

The Executive Committee is composed of key members of the Steering Committee to oversee the day-to-day operations of the transformation.

Executive Committee Co-Chairs:

Ellen McWilliams-Woods, Chief Academic Officer, Akron Public Schools

John Garofalo, Vice President, Community Investment, Akron Community Foundation

Members:

Mark Black, Executive Director of Secondary Education, Akron Public Schools

Rachel Tecca, Director of CCAA, Akron Public Schools

Michael Householder, Vice President, Akron Education Association

TBA, Partner Broker, Akron Community Foundation

Beth Winter, Coordinator of Partner Engagement, Akron Public Schools

### Tactical Teams

Tactical Teams were tasked to develop implementation plans for each of the District's identified transformation challenges that will require a strategic implementation plan to address. Each Tactical Team was co-chaired by a school leader with expertise in the existing supports and structures related to the topic and a community representative committed to overcoming specific challenges. Every Tactical Team leader brought specific knowledge, skills and abilities to the process. All Tactical Team implementation plans are provided in the appendices. Tactical teams were all charged to develop their plans through an equity lens. Additionally, a separate equity tactical plan was developed to maximize the equity strategies needed for this transformation.

Tactical teams routinely engaged with students and families in feedback discussions or by inviting them to join their tactical team to ensure a strong student and family voice.

### The Transformation Team

The Transformation Team was established to inform and guide the College and Career Academy planning process particularly in the components requiring shifts in teaching practices and/or responsibilities. The Transformation Team comprises eight members of the Akron Education Association (AEA) including the AEA president and AEA vice president and eight District administrators, including the Chief Academic Officer. With the inclusion of middle schools, a middle school AEA member from each middle school will be added to the Transformation Team.

Sub-committees designed to address specific College and Career Academy components will be implemented for the middle school transformation.

Sub-committees will include:

- Instructional Delivery
- Culture/Climate
- Business Engagement

Co-chairs for each subcommittee will be made up of middle school AEA members and administration. Co-chairs are able to recruit other team members to serve in reviewing the structures and systems necessary to implement the College and Career Academy model in middle schools. They are also charged with developing an action plan across the three strands to address the unique needs of educators throughout the implementation process.

Upon agreement of both the President of AEA and the Board of Education, a memorandum of understanding (MOU) will be signed to implement components of the College and Career Academies that may conflict with current language within our collective bargaining agreement.

#### Business and Community Engagement Structure

The College and Career Academy of Akron emphasizes business and community engagement in order to sustain the transformation of teaching and learning and middle schools. This structure provides multiple means for engagement for companies, organizations and individuals, requiring varying amounts of time, talent and expertise.

Moving forward toward implementation, the Steering Committee will continue to provide oversight to the execution of the Master Plan by meeting three times per year, including an annual summer retreat. The Operations Committee will meet bi-monthly to provide operational support to implementation.

#### Academy Coaches

Academy coaches will be the primary contacts for business and community engagement at the school level. Each middle school building will have a dynamic academy coach to manage partnerships. The coach will co-lead the Middle School Advisory Boards and support the school's staff to implement the academy model.

#### Middle School Advisory Boards

Middle School Advisory Boards exist at the school level to ensure that every middle school is meeting the three components of academies: small learning communities, relevant/thematic learning and business engagement. Led by the academy coach and a nonprofit partner, the role of the Middle School Advisory

Boards is to provide insight into social-emotional learning and trauma-informed instruction, provide opportunities for career exploration and service learning, as well as help develop cross-disciplinary inquiry-based learning units. Individual members of the Middle School Advisory Boards may serve in a variety of roles, which may include cultivating relationships with other business and community partners to fulfill these needs.

Middle School Advisory Boards are comprised of teachers, administrators, parents, students, academy coaches and school counselors, along with business and community partners. The Middle School Advisory Boards will meet three times per year to review data from the previous year, create a plan for the following year and a mid-year check-in to monitor progress.

#### Nonprofit Partnership Councils

The Nonprofit Partnership Council is a district-wide committee comprised of the middle school academy coaches and their advisory co-chair. Additionally, nonprofit partners, business partners and professional societies will participate to create equitable experiences for students in middle schools, align opportunities to serve their community and explore career pathways in nonprofit and philanthropic organizations. These Councils review experiential learning data as well as service learning projects and help identify current needs in the community. The Councils will meet three times per year to review district-wide data and ensure equity across all middle schools.

#### CEO Champions

Top level business leaders and executives have already shown great support in the transformation of Akron Public Schools into College and Career Academies. The CEO Champions group will be convened by the Greater Akron Chamber in order to cultivate strategic support at the highest level. These executives will be called upon to advocate for change that will impact the broader Akron region and help communicate the successes and needs of the academies. They will also champion business and community involvement in the academies based on the needs identified.

## **Creating the Master Plan**

The master planning sessions began when think tank groups convened in the summer of 2019 to identify the three overarching themes that would anchor the middle school transformation:

## **Climate and Culture**

The CCAA middle school transformation is determined to create a climate in which everyone is valued and committed to creating a welcoming and inclusive environment as well as providing and promoting equitable opportunities for all. Maintaining open communication and collaboration among students, staff, families and the community will allow for the development of positive and productive relationships that are the foundation to a positive climate and culture.

## **Social and Emotional Learning**

The development and demonstration of the competencies within the Portrait of a Graduate (POG) is a critical component to CCAA in the middle school. Students need to have the social and emotional skills necessary to fully invest in their own personal high school College and Career Academy experience when leaving 8th grade. This requires the intentional teaching and practice of social and emotional skills that will be the foundation for the professional skills needed for life after high school.

## **Habits of Mind/Inquiry-Based Learning**

Developing strong habits of mind is identified within the Portrait of a Graduate as a competency all Akron Public Schools students need to ensure success in school and after graduation. By transforming teaching and learning to integrate inquiry-based learning opportunities, students will increase engagement and achievement as they solve real problems, explore careers and give back to the community in which they live.

The three themes established set the foundation for the first master planning session that was held on November 30, 2020. The master planning session provided all 80 participants with contextual learning on social-emotional learning, climate and culture, and inquiry-based learning to help deepen each participant's understanding. The participants then used this understanding to determine and sequence the priorities around tactical plan development. Thirteen tactical plans were established and an educational co-chair and a business partner co-chair was determined to lead each tactical team. The co-chairs then collaborated on the objective of each team, recruited other members for the tactical team and established dates and times that the team would meet to design the tactical plan.

The second master planning session centered around the tactical team co-chairs sharing the draft of their tactical plans with the master plan session participants.

Using an established protocol, the master plan participants listened and provided feedback on the tactical plans proposed. The group also identified overlap and redundancy among plans so that the final plans were clear and concise. A breakout group of business partners also participated in a separate session that established how business engagement would be structured in middle schools. The group proposed a similar structure to high school College and Career Academies. This would utilize the current CCAA Steering Committee as the overarching group for oversight and guidance. It would include a Convening Organization, Executive Committee, Middle School Advisory Boards, Nonprofit Partnership Councils, CEO Champions and Academy Coaches.

### Master Plan Participants

Larry	Bender	APS	Campus Principal
Angie	Berresford	United Way	Director, Engagement
Lakesha	Brock	APS	Parent
Rochelle	Brown-Hall	APS	Academy Principal
Eunice	Carter	APS	Parent
Tami	Casalinova	APS	SPED
Carla	Chapman	APS	Community Relations
Sandra	Cline	APS	Teacher
Sam	Crews	APS	Hub Manager
Yvonne	Culver	APS	Program Manager
Yvette	Curry	APS	Dean
Pamela	Curry	APS	Teacher
Matthew	Doslak	APS	Principal
Samanta	Fodor	APS	Teacher
Robert	Forbes	APS	Teacher
Ashley	Forte	APS	Intervention Specialist
Brian	Gage	AMHA	Executive Director
John	Garofalo	Akron Community Foundation	Convener
Erica	Glover	APS	Human Resources
Christina	Gonzalex-Alcala	Akron Community Foundation	Community Investment Officer
Suzie	Graham	Downtown Akron Partnership	President & CEO
Joel Daniel	Harris	TomTod Ideas	Executive Dreamer
Tamiko	Hatcher	APS	Director, Specialty Programs

Bransen	Hawkins	APS	Student
Christa	Head-Nuru	APS	Counselor/Parent
Carolyn	Herstich	APS	Principal
Ruth	Hotchkiss	APS	Learning Specialist
Michael	Householder	AEA/CCAA	Vice President
Nicole	Hughes	APS	Campus Principal
Nathan	Jarosz	LITE	CEO
Megan	Kleidon	Red Oak Behavioral Health	Community Partnerships
Leilani	Kongmanichanh	APS	Student
Brittany	Kuhn	APS	Teacher
Dave	Kurzen	APS	Campus Principal
Tina	Lattimer	APS	Teacher
Kelli	Law	Red Oak Behavioral Health	QMHS
Lakisha	Lewis	APS	Teacher
Gina	Major	Red Oak Behavioral Health	Manager, Support Services
Ann	Manby	Vantage Aging	Chief Financial Officer
Megan	Mannion	APS	Learning Specialist
Katelyn	Marshall	Urban Vision	Academic Director
Christopher	Martin	APS	Academy Principal
Karla	McDay	Minority Behavioral Health Group	Therapist
Jennifer	Mitchell	APS	Counselor
Tammy	Monroe	Working in Progress	Director, Operations
Amanda	Morgan	APS	Principal
Jeanette	Nativio	APS	Instructional Coach
Tonya	Nichols	APS	Parent
Loi	Nguyen	APS	Learning Specialist
Toan	Nguyen	APS	Learning Specialist
Jacquie	Owens	Summit DD	Manager
Vickie	Person	Akron Urban League	Director, Education
Tyler	Pethtel	APS	Student
Julie	Phillips	APS	Teacher
Justin	Plas	APS	Instructional Coach
Marsha	Pohlman	APS	Marketing Manager
Kellie	Porter	APS	Teacher

April	Porter	United Way of Summit County	Director, Education
Alison	Rich	APS	Teacher
Aaliyah	Riggs	APS	Student
Sheneeka	Rodgers	APS	Counselor
Jessica	Sax	APS	Principal
Chrissy	Sims	APS	Coordinator
Kenneth	Smith	APS	Teacher
Allyson	Strickland	APS	Coordinator
Jenny	Stupica	ConxusNEO	Director, Manufacturing/Engineering
Kristi	Sacha	APS	Instructional Coach/Parent
Alexis	Shuler	ACPTA	Parent
Kellie	Taylor	APS	Parent
Kirstin	Toth	GAR Foundation	Senior Vice President
Madison	Watson	APS	Student
Nyjah	Watson	APS	Student
Karen	White	APS	Teacher
Derran	Wimer	Summit Education Initiative	Executive Director
Donna	Wojcik	APS	Teacher
Monica	Womack	APS	Program Manager
Soe	Ya	APS	Student
Emmalynn	Yancheck	APS	Student
Lisa	Yancheck	APS	Teacher/Parent
Andrew	Ziccardi	APS	Coordinator

## Middle School Academies

College and Career Academies in the middle school are focused on a multi-tiered system that supports the needs of middle school students so they can develop the competencies outlined in the APS Portrait of a Graduate and have the skills necessary to fully invest in their own personal high school College and Career Academy experience.

Students in middle schools will have the ability to explore what they feel passionate about based on their interests as well as the experiences they have in the

community. As they learn more about community agencies, nonprofit organizations and the community challenges they work to alleviate, students will have the opportunity to get involved through service learning and make a difference in the lives of people in Akron.

## **Transforming Teaching and Learning**

The College and Career Academies of Akron will create meaningful learning experiences for students in middle school that enable students to learn and apply social-emotional skills and academic skills to real-world challenges, which will equip them for success in high school. This strand will emphasize the continued support of effective teams for all middle school staff, creating differentiated instruction to meet individual student needs, and evaluation systems for teachers, principals and academies.

The transformation in teaching and learning will be focused on inquiry-based learning that leads to service learning in our community. The instructional shift needed to sustain this transformation will begin with Self Organized Learning Environment (SOLE) training that allows teachers to implement inquiry-based learning within the context of their own classroom or content area. Teachers will have the opportunity to explore how to move from teacher-directed lessons to student-led learning and the skills needed to be a facilitator. To build on this skill set, instructional staff will then begin to collaborate with other teachers on their team to review standards taught and identify common themes across content areas, including social-emotional learning, that will deepen learning for students in middle school. Lastly, instructional staff will be trained in inquiry-based learning that leads to service learning within the Akron community.

## **Transforming the Middle School Experience**

The College and Career Academies of Akron will create and maintain the collaborative culture, structures and practices necessary to transform the middle school experience by implementing unique strategic initiatives in each building to enhance learning. Focusing on a positive climate and culture in each middle school will require the implementation of a Positive Behavior Intervention System (PBIS) to provide a framework of support for middle schools. It will also require effective teams of adults committed to supporting the learners on each grade level team to provide both social-emotional and academic support as well as provide opportunities to explore careers while in middle schools. It will require the development of engaging extracurricular activities, leadership development and enrichment opportunities that will ensure success for every child.

## **Transforming Business & Civic Engagement**

The College and Career Academies of Akron will engage and maximize business, nonprofit and community partnership opportunities to support student success and will make focused connections with parents. Middle school students will use college and career readiness software to inventory their interests and aptitudes while they also explore careers within their community. Over the course of middle school, through experiences and service learning projects, students will build confidence as they begin to envision their future selves. The entire community will be engaged in building and sustaining transformed middle schools by preparing students so they may maximize their College and Career Academies high school experience.

## **Sustainability**

As the middle school model of College and Career Academies of Akron moves from design to implementation to successful sustainability, the framework and infrastructure must support the continuation of the goals, strategies, culture and efforts. Achieving the desired outcomes requires implementation fidelity, assessing student achievement and academic rigor, and reporting and communicating outcomes.

## **Monitoring for Fidelity**

Implementation influences the outcomes; therefore, implementing the Master Plan without compromising the core components of the transformative characteristics of the Ford NGL Roadmap and the CCAA tactical plans is imperative. Core components must be implemented with fidelity in order to produce the expected student and community outcomes. All stakeholders share responsibility for the quality of the execution of the tactical plans in order to achieve intended outcomes. The CCAA Steering Committee is charged with monitoring key performance indicators that will be used in evaluating and communicating progress at regular intervals.

## **Success Indicators**

The following data points will be monitored over the 5 year plan to ensure that student achievement is improving with strategies designed. Once the Master Plan is approved, targets will be established for each indicator and added to the accountability reporting to the Steering Committee.

- Grades earned by grade level
- GPA by grade level
- Attendance by grade level
- Out-of-School Suspension
- In-School Suspension
- 8th grade math achievement
- High school credits earned in middle school
- Career Cruising - completion of assigned tasks and future planning
- Youthview survey results - sense of belonging
- Completion rate of service learning projects
- Experiential learning participation
- Mastery of SEL standards