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5.1 The Certification Process

The Certification Process is fairly simple, but requires the coordinated participation of many people. If preparation is done on a regular basis throughout the year, the Certification Process itself should not contain surprises nor should it be time consuming. The table below summarizes the process. Each of the tasks is detailed later in this chapter.

#	Task	Participants	Month
1	Attend General Career Academy Training	<ul style="list-style-type: none"> • Anyone interested 	Summer
2	Assess Readiness for Site Visit	<ul style="list-style-type: none"> • Career Academy Coordinator • CTE Director 	Sep
3	Nominate School for Site Visit	<ul style="list-style-type: none"> • County CTE Director 	Sep
4	Attend Accreditation Training	<ul style="list-style-type: none"> • Career Academy Coordinator from all nominated Academies 	Nov / Dec
5	Approve Site Visit Nominations	<ul style="list-style-type: none"> • Career Academy Regional Partners 	Feb
6	Select Site Visit Team	<ul style="list-style-type: none"> • Schultz Center 	Mar
7	Schedule Site Visit	<ul style="list-style-type: none"> • Career Academy Coordinator • Career Academy Supervisor • Local Chamber representative • Schultz Center 	Mar
8	Conduct Site Visit	<ul style="list-style-type: none"> • Site Visit Team • Career Academy Coordinator • Principal • Assistant Principal of Curriculum • Career Academy Teachers • Local Chamber representative • Schultz Center 	Apr
9	Provide Feedback on Site Visit (scored rubric)	<ul style="list-style-type: none"> • Site Visit Lead Evaluator 	Apr (at site visit)
10	Evaluate Requests from Schools with a Pending Status	<ul style="list-style-type: none"> • CTE Directors or Regional Partners 	Apr
11	Approve Career Academies Recommended by Site Visit Team	<ul style="list-style-type: none"> • Regional Partners 	May
12	Prioritize Action Plan	<ul style="list-style-type: none"> • Career Academy Coordinator • Principal • Assistant Principal of Curriculum • Advisory Board Chair • Career Academy Liaison • Career Academy Supervisor 	May
13	Recognize & Celebrate New Career Academies at the Spring or Summer Cornerstone Meeting	Career Academy Principal	May
14	Begin New School Year, Work Action Plan & Start New Cycle	All	Jun



5.2 Career Academy Training

Two sets of training will be available for potential Career Academies. Over the summer months, a general training session covering this guide and Career Academies in general will be offered to all who are interested.

In the fall, Accreditation Training will be offered to all nominated schools.

5.3 Site Visits

Site reviews are typically conducted after the FCAT, usually in the month of April. The site review itself is conducted by a Site Visit Team, recruited and trained by the Schultz Center, that specializes in a specific industry or career cluster. Site reviews are your chance to shine and to show all the positive things you have accomplished throughout the year. They are also a chance to highlight the program's needs and required resources.

Site visits are required to achieve the Circle of Excellence. Once the Circle of Excellence is achieved, site visits are required every other year so long as the Career Academy receives a recommendation from the county's CTE Director and a portfolio is completed and turned in to the county CTE Director.

5.3.1 Requesting a Site Visit

- Complete a self-assessment using this rubric. The eight required elements must be satisfied before requesting a site visit from the accrediting team.
- Submit your self-assessment to your District's Academy Director or Coordinator for submission to the Regional Academy Board.
- Prepare the Academy portfolio to document the standards listed in the rubric. Use the suggested items listed in the documentation column.
- Recommend key business partners to include on your team.
- Recommend several dates for the site visit.
- Prepare an agenda for the team using the sample agenda in this guide. Keep the agenda on time and concise.
- The site visit should last a minimum of three hours.
- The team will need time in a private location to discuss their findings and then the chairperson will relay the recommendation to the school.
- The team will issue a written recommendation to the

Schultz Center within two weeks.

- The Schultz Center will communicate the recommendation to the Academy.

5.3.2 Conducting the Site Visit

The site visit will take the greater part of one day and you will know whether or not your school has been approved by the end of the visit. The Career Academy Coordinator should plan on spending a full day with the evaluators.

The evaluation team will be selected and trained by the Schultz Center. The roles and responsibilities of this team need to be further defined. The team should include:

- Three business partners
- A post-secondary partner
- The Career Academy Supervisor (who will not attend, but who will help prepare)
- Local Chamber representation
- A CTE Director from another county

Sample Site Visit Agenda

Academy Program Review

Date and Time

Location

1. Welcome and Introductions	9:00 - 9:30
2. Explanation of the Rubric	9:30 - 9:45
3. Evaluation Team Review	9:45 - 10:00
4. Tour of the Facility / Meet the Key Players	10:00 - 12:00
• Principal	
• Assistant Principal of Curriculum	
• Classrooms	
• Teachers	
• Students	
5. Lunch & Input and Review Evaluation Criteria (Scoring the Rubric)	12:00 - 1:30
6. Present conclusions, recommendations, & opportunities for clarification	1:30 - 2:30
7. Adjourn	2:30

5.4 Scoring the Rubric

The evaluation during the site visit will be done using the Career Academy Rubric. Your Career Academy Portfolio matches the Rubric and provides evidence, along with the information gathered during that day, for a solid evaluation.

The Rubric, in the following section, is the key to reviewing



a Career Academy’s performance. Each section contains specific measures and scoring criteria. How well an Academy scores is linked to potential Pursuit of Excellence and Circle of Excellence benefits.

Potential Academies will be scored as “Gold,” “Silver,” or “Bronze,” or “Needs Improvement.”

Scoring Guide:

95 – 108 points	Exceeds Standard (Gold Level)
68 – 94 points	At Standard (Silver Level)
41 – 67 points	Approaching Standard (Bronze Level – Academies may only remain at this level for two consecutive years)
27 – 40 points	Needs Improvement

To achieve the “Circle of Excellence” regional accreditation, the overall rating must be “At Standard” or “Exceeding Standard” and all 8 of the required elements must be rated “At Standard” or “Exceeding Standard”. If one of the 8 required elements is rated “Approaching Standard” or “Needs Improvement”, the academy will not achieve the “Circle of Excellence” regional accreditation even if the overall score is “At Standard” or “Exceeding Standard”. Academies in the “Circle of Excellence” may be designated as Silver or Gold members depending on the total points awarded.

5.4.1 Required Accreditation Elements

The following eight elements of the Rubric are the required accreditation elements:

I A. Does the Academy have a college and career focus? A career academy’s aim of preparing students for college and careers differs from that of traditional vocational education, now called "career and technical education", which federal law defines as preparation for “occupations not ordinarily requiring a bachelor’s or advanced degree.” Academies expose students to a vertical segment of the occupations within a career field, encouraging them to aim as high as they wish.

II A. Does the Academy have cross-grade articulation? The academy incorporates at least two grade levels, ending in the senior year, with articulation in its teacher team, curriculum, and instruction across grade levels.

II C. Does the Academy use cohort scheduling?

Academy classes are limited to academy students, who take a series of classes together each year. (Cohort courses must have 80% of the enrollment identified as academy students)

IV A. Is there a lead teacher, coordinator, or director?

One person (sometimes two) agrees to take the lead, serving as the academy Coordinator. This includes attending advisory board meetings, interacting with administrators and board members, managing the budget, helping to coordinate teacher professional development, and helping to coordinate employer, higher education, and parental involvement. Release time is provided for this role.

VI B. Does the advisory board maintain regular meetings?

Meetings of the board are held at least quarterly, with defined agendas and outcomes. The board helps to set policies for the academy. It also serves as a center of resource development.

VII C. Is the curriculum sequenced, integrated, rigorous, and relevant? Curriculum articulates from the beginning of an academy through the senior year, with a defined course sequence and at least two core academic classes and one career/ theme class each year. Curriculum is integrated among the academic classes and between these and the career class. Learning is challenging and rigorous, ensures basic competency core academics, illustrates applications of academic subjects outside the classroom, incorporates current technology, and includes authentic project based learning.

VIII B. Is there business involvement in the academy?

Representatives of employers, higher education, and the community help to guide the academy's curriculum, and provide speakers, field trip sites, job shadowing opportunities, mentors, student internships, community service opportunities, college tours, and teacher externships.

IX. Is student data collected? These data include those necessary to describe the student body within the academy (e.g., grade level, gender, race/ethnicity) and its relationship to the high school in general, as well as student performance on a variety of outcome measures.



5.4.2 The Career Academy Rubric

Elements of a Career Academy	Needs Improvement	Approaching Standard	At Standard	Exceeding Standard	Documentation
I. Defined Mission & Goals <i>The career academy has a written definition of its mission and goals. These are available to the administrators, teachers, students, parents, advisory board, and others involved in the academy.</i>					
I A. Does the Academy have a college and career focus? A career academy's aim of preparing students for college and careers differs from that of traditional vocational education, now called "career and technical education", which federal law defines as preparation for "occupations not ordinarily requiring a bachelor's or advanced degree." Academies expose students to a vertical segment of the occupations within a career field, encouraging them to aim as high as they wish. (At Standard or Exceeding Standard required for certification)	Does not have either a college or career focus	Has only a career or only a college focus	Has both a college and a career focus	Offers a rigorous and advanced college degree program of study while focusing on a high skill-high-wage career	Program of Study Articulation Agreements Dual enrollment opportunities Post secondary enrollment Work-based learning activities Acceleration opportunities Targeted Occupations List Collaboration with regional workforce board Industry certifications Internships Job Shadowing Gold Seal Scholarship awards
I B. Does the Academy structure seek to raise student aspirations and commitment? An academy seeks to increase the level of students' motivation while in high school. The biggest limiting factor in many youth's future plans is not their ability, but where they set their sights.	Does not stress higher commitment or does not seek to promote higher education / training	Has some level of commitment required but does not seek to raise student aspirations.	The program structure stresses commitment and seeks to inspire students to achieve higher goals.	Students are performing at high academic levels and demonstrate high aspirations	Parent / student contract Program of study Dual enrollment College credits earned OCP certificates earned Graduation rate FCAT levels Academy Portfolio Performance Documentation Awards / Recognitions Industry certifications Gold Seal Scholarship awards
I C. Does the Academy seek to raise student achievement? An academy provides support to its students to increase their achievement in high school. This comes through close relationships with teachers and fellow students; rigorous and relevant curriculum; and exposure to career and	Students are not members of a cohort and are not participating in a rigorous and relevant curriculum that offers opportunities outside of school	Students spend 50% of their day as a cohort in a program that has limited career and educational opportunities	Students spend 75% of their day as a cohort in a rigorous and relevant curriculum that exposes them to career and educational opportunities in the community	Students spend 90% of their day as a cohort in a rigorous and relevant program of study and participate in dual enrollment, internships, job shadowing and other enriching activities within the community.	Student schedules Class rosters Internships Curriculum Dual enrollment rosters List of students with college credits Work-based learning opportunities Acceleration opportunities

Elements of a Career Academy	Needs Improvement	Approaching Standard	At Standard	Exceeding Standard	Documentation
educational options outside the high school.					Industry certifications Gold Seal Scholarship awards
II. Academy Structure <i>An academy needs to have a well defined structure within the high school, reflecting its status as a small learning community.</i>					
II A. Does the Academy have cross-grade articulation? The academy incorporates at least two grade levels, ending in the senior year, with articulation in its teacher team, curriculum, and instruction across grade levels. (At Standard or Exceeding Standard required for certification)	Does not have at least two grade levels	Has at least two grade levels participating	Has at least 3 grade levels	Has four grade levels and opportunities for advanced studies	Teacher schedules Master schedule Program of Study Dual enrollment opportunities Student schedules Sample lessons or units Acceleration opportunities
II B. Does the Academy have a student selection plan? Entry to the academy is voluntary. The recruitment/selection process is written and widely available. New students are provided an orientation to the academy. Parents participate in this process and approve of their son or daughter's choice.	There is no formal way to enter the academy that involves the parent or student, and no orientation program is available	A formal application is utilized with limited parental involvement; however, an orientation is not evident	Parent and student involvement is evident in the enrollment process and a student orientation program is evident.	Student and parents participate in the enrollment process, a student / parent orientation is in place, and parents are included in all aspects of the academy enrollment process	Student application Open House schedule Parent approval forms Parent participation activities
II C. Does the Academy use cohort scheduling? Academy classes are limited to academy students, who take a series of classes together each year. <i>(Cohort courses must have 80% of the enrollment identified as academy students)</i> (At Standard or Exceeding Standard required for certification)	Cohort scheduling is not evident	At least 2 periods per grade level are scheduled as a cohort	At least 3 periods per grade level are scheduled as a cohort	At least 4 periods per grade level are scheduled as a cohort	Student schedules Academy roster Teacher rosters
II D. Is the physical space conducive for an academy? Academy classrooms are near each other in the high school building. The academy Coordinator has access to communication outside the high school.	Academy classrooms are not identified and are randomly scattered throughout the building	25% of the academy classrooms are identified and located in close proximity	50% of academy classrooms are identified and are located in close proximity	75% of the academy classrooms are identified and are located in close proximity	School map Classroom location Marked classrooms



Elements of a Career Academy	Needs Improvement	Approaching Standard	At Standard	Exceeding Standard	Documentation
atmosphere? What can we do to create a "family" atmosphere or sense of belonging? The academy maintains personalization through limited size, teacher teamwork, and a supportive atmosphere.	teachers do not share common planning	month is available and at least one activity to promote a "family" atmosphere has been completed	week and on-going activities are evident that promote the "family" atmosphere	students participate in academy "family" atmosphere activities each semester	Scheduled activities
III. Host District and High School <i>Career academies exist in a district and high school context. These contexts are important determinants of an academy's success.</i>					
III A. Is there Support from the Board of Education and Superintendent? The district Board of Education is aware of the academy and its mission and goals, and is on public record in support. Likewise the Superintendent publicly endorses the academy and offers active support. Both serve as academy liaisons to the broader community.	No evidence of district support from the Superintendent or school board.	Limited evidence of support	Superintendent publicly supports the academy and the school board has publicly endorsed the academy	Superintendent and / or board actively supports the academy in local, regional, and state meetings	Board minutes Approved district plan Committee memberships – local, regional, and state Academy budget State funding utilization
III B. Is there support from the principal and high school administration? The high school principal and other administrators are knowledgeable of the academy, public advocates for it, and are actively involved in its funding, staffing and support. They contribute to a positive academy profile within the high school.	The school's administration does not support the academy	The school's administration participates in a limited number of academy activities	The school's administration actively supports the academy.	The school's administration fully supports the academy by participating in advisory boards, ensuring adequate staffing, adequate funding, and proper cohort scheduling	SAC Plan Scheduling Staffing School Website Advisory Board attendance School Budget / Funding Academy budget State funding utilization
III C. Is there adequate funding, facilities, equipment, and materials? District and high school administrative support results in adequate academy funding, facilities, equipment, and learning materials. These reflect a serious commitment from the district and high school to the success of the	The funds, facilities, and required equipment are inadequate	The academy has limited resources	The academy has adequate resources to maintain the academy model	The academy maintains a rich environment where facilities are updated regularly and have the technology necessary for proper training	Grants Budgets Equipment lists State funding utilization

Elements of a Career Academy	Needs Improvement	Approaching Standard	At Standard	Exceeding Standard	Documentation
academy.					
IV. Faculty & Staff <i>Appropriate teacher selection, leadership, credentialing, and cooperation are critical to an academy's success.</i>					
IV A. Is there a lead teacher, coordinator, or director? One person (sometimes two) agrees to take the lead, serving as the academy Coordinator. This includes attending advisory board meetings, interacting with administrators and board members, managing the budget, helping to coordinate teacher professional development, and helping to coordinate employer, higher education, and parental involvement. Release time is provided for this role. (At Standard or Exceeding Standard required for certification)	No academy coordinator has been identified	Coordinator has been identified and occasionally conducts academy events. Has at least one weekly planning time to conduct academy business	Coordinator regularly meets with the academy staff and has daily release time to conduct academy business	Coordinator has at least 50% of the day devoted for academy activities	Teaching assignments Coordinator's schedule
IV B. Are the teachers credentialed in their field, volunteers in the academy, and committed to its mission and goals? Since a career academy's success rests on good teaching and good teamwork among a cross disciplinary group of teachers, they must be well qualified and willingly involved in this role. They understand and support the philosophy and purpose of the academy, work together as a team, teach a majority of their classes in the academy, and cooperatively share the duties of operating an academy.	Some teachers do not have proper credentials and do not wish to participate in the academy	All teachers have proper credentials but some do not wish to participate in the academy	All teachers have proper credentials and wish to participate in the academy	All teachers have proper credentials and wish to participate in the academy. At least one teacher maintains national board certification	Certification Teacher selection method National Board Certifications Membership to professional organizations Master degreed teachers Dual enrollment certifications Industry certifications available
IV C. Are counselors, non-academy teachers, and certificated staff supportive? Counselors and registrars understand the need for cohort scheduling and provide this for academy students. Non-academy teachers understand the value of the academy and help in recruiting students	No support evident	Limited support is evident	Support is evident with cohort scheduling, recruiting, and departmental support	A guidance counselor is assigned to work with the academy and actively participates in academy activities. Academy scheduling is given priority to ensure cohort courses	Guidance assignments Scheduling process



Elements of a Career Academy	Needs Improvement	Approaching Standard	At Standard	Exceeding Standard	Documentation
for it and providing departmental support.					
V. Professional Development <i>Since an academy places teachers and other adults into roles not normally included in their previous training, providing adequate professional development time, leadership, and support is critical.</i>					
V A. Does the schedule contain common planning time for academy staff? Academy teachers are provided regular common planning time within the regular high school schedule for purposes of program coordination, curricular integration, and resolution of student problems.	No common planning time exists	Common planning occurs in very sporadic timeframes and not all teachers	Common planning is scheduled in a formal consistent timeframe and all teachers participate	100% of teachers participate in weekly scheduled common planning times	Agendas Schedules Minutes Rosters
V B. Are professional development opportunities available for academy staff? Academy teachers are provided with training in the academy structure, curricular integration, student support, and employer involvement, where necessary by experts from outside the high school.	At least 25% of academy staff participate in professional development	At least 50% of academy staff participate in professional development	At least 75% of academy staff participate in professional development	100% of academy staff participate in professional development	In-service records Types of training
VI. Governance & Leadership <i>The academy has a governing structure that incorporates the views of all stakeholders.</i>					
VI A. Is the advisory board comprised of a broad representation? The advisory board has members from the district and high school administration, academy teaching staff, supporting employers, and institutions	No advisory board exists	An advisory board exists with less than 50% of the membership consisting of appropriate business and industry representatives	The advisory board exists with over 50% of the membership consisting of appropriate business and industry	Advisory board maintains an active membership of over 75% business and industry representatives, post secondary representatives, a parent representative, and a	Advisory board membership roster Minutes Agendas By-laws Regional Workforce Board participation

Elements of a Career Academy	Needs Improvement	Approaching Standard	At Standard	Exceeding Standard	Documentation
of higher education. It may also include community representatives, and academy parents and students. The board incorporates viewpoints from all members.			representatives, post secondary representatives, a parent representative, and a student representative	student representative	
VI B. Does the advisory board maintain regular meetings? Meetings of the board are held at least quarterly, with defined agendas and outcomes. The board helps to set policies for the academy. It also serves as a center of resource development. (At Standard or Exceeding Standard required for certification)	No advisory board exists	Advisory board meets one time per year	Advisory board meets at least two times each year with agendas, minutes, and by-laws	Advisory board meets regularly each quarter with agendas, minutes, and by-laws	Agendas Minutes By-laws
VII. Curriculum & Instruction <i>The curriculum and instruction within an academy meet external standards and college entrance requirements, while differing from a regular high school by focusing learning around a theme.</i>					
VII A. Does the curriculum meet external standards? The academic curriculum is framed around state or national standards, and the career curriculum around industry standards.	No standards exist	Some standards exist but not for all programs	Academic courses are focused on Sunshine State Standards and career courses on focused on industry standards	Academic courses are focused on Sunshine State Standards and career courses on focused on industry standards with some type of industry certification	OCPs Career curriculum Sunshine State Standards Regional Workforce Board participation
VII B. Does the curriculum meet college entrance requirements? All college entry requirements are met by the curriculum. Graduates are qualified to attend four-year colleges and encouraged to do so.	25% of students are on the pre-collegiate or collegiate diploma track	50% of students are on the pre-collegiate or collegiate diploma track	75% of students are on the pre-collegiate or collegiate diploma track	90% of students are on the pre-collegiate or collegiate diploma track	Student four year plans Student schedules Class rosters Dual enrollment schedule Acceleration opportunities
VII C. Is the curriculum sequenced, integrated, rigorous, and relevant? Curriculum articulates from the beginning of an academy through the senior year, with a defined course sequence and at least two core academic classes and one career/ theme class each year. Curriculum is integrated among the academic classes	Program of Study contains career courses only. No acceleration opportunities exist. Project based learning is not evident	Program of study identifies at least a two year sequence of career courses and at least two academic courses. Acceleration opportunities are encouraged but may not be required. Project	Program of study identifies a four year sequence of career and academic courses. Acceleration opportunities are required and may include honors courses, dual enrollment	Program of study identifies a four year sequence of career and academic courses that requires acceleration opportunities that include honors courses, dual enrollment opportunities, and / or advanced placement opportunities. Students enroll	Program of Study Articulation Agreements Student schedules Industry certifications



Elements of a Career Academy	Needs Improvement	Approaching Standard	At Standard	Exceeding Standard	Documentation
and between these and the career class. Learning is challenging and rigorous, ensures basic competency core academics, illustrates applications of academic subjects outside the classroom, incorporates current technology, and includes authentic project based learning. (At Standard or Exceeding Standard required for certification)		based learning is somewhat evident.	opportunities, and / or advanced placement opportunities. Project based learning is evident	in college courses during the school day and will graduate with at least 6 hours of college credit. All students are involved in project based learning	
VII D. Are there dual credit options available for academy students? The academy has articulation agreements with local two-and four-year colleges, offers dual credit courses for upper classmen, and articulates its upper level curriculum with relevant college programs.	No dual enrollment available	Program of study recommends and identifies dual enrollment / advanced placement opportunities	Program of Study requires and identifies dual enrollment / advanced placement opportunities	Program of study requires more than 9 hours of dual enrollment or advanced placement courses during the regular school day	Articulation Agreements Schedules
VIII. Employer, Higher Education, & Community Involvement <i>A career academy links the high school to its host community and involves members of the employer, higher education and civic community in certain aspects of its operation.</i>					
VIII A. Does the career theme fit the local or state economy? The academy career field is selected to fit with the community industries and employer base, to allow for adequate involvement of volunteer employees in certain of its activities.	Career theme is not listed on the state's or region's targeted occupations list	Career theme is listed on the state's or region's targeted occupations list but not high-wage, high-skill	Career theme is listed on the state's or region's targeted occupations list and is listed as high-wage, high-skill	Career theme is listed on the state's and region's targeted occupations list and is listed as high-wage, high-skill	Targeted Occupations List – regional and state Regional Workforce Board participation
VIII B. Is there business involvement in the academy? Representatives of employers, higher education, and the community help to guide the academy's curriculum, and provide speakers, field trip sites, job shadowing opportunities, mentors, student internships, community service opportunities, college tours, and teacher externships.	No work-based opportunities are available	Work-based opportunities are provided for more than 10% but less than 50 % of the students that qualify	Work-based opportunities are provided for at least 50% of the students that qualify	Work-based opportunities are provided for at least 90% of the students that qualify	List of mentors List of job shadowing sites List of internships Guest speakers Workshops Field trips Community service opportunities Performance Schedules Recognitions / Awards

Elements of a Career Academy	Needs Improvement	Approaching Standard	At Standard	Exceeding Standard	Documentation
(At Standard or Exceeding Standard required for certification)					
IX. Student Assessment <i>Improvements in student performance are central to an academy's mission. It is important to gather data that reflect whether students are showing improvement and to report these accurately and fairly to maintain the academy's integrity.</i>					
IX. Is student data collected? These data include those necessary to describe the student body within the academy (e.g., grade level, gender, race/ethnicity) and its relationship to the high school in general, as well as student performance on a variety of outcome measures. (At Standard or Exceeding Standard required for certification)	Data is not collected	Limited data is collected but not utilized for improvement	Comprehensive data is collected and analyzed. Results are used to determine changes in instruction and areas for improvement	Comprehensive data is collected and shared with all teachers and advisory boards. The data drives the decisions made within the academy	Career Academy Data Report
X. Cycle of Improvement <i>No new academy functions perfectly. Even well established and operated academies benefit from self examination and refinement. Ensuring and improving the quality of a career academy requires engaging in a regular cycle of improvement.</i>					
X A. Is the Academy structure regularly assessed? Program leaders regularly assess the academy's functioning, studying its strengths and weaknesses. This involves gathering feedback from key stakeholders, including students.	Data is not collected	Data is collected and results analyzed	Data information is collected and analyzed. Parent and student surveys are conducted and results are analyzed and shared with all stakeholders. Changes are made as a result of survey results	Assessing the academy is conducted in various forms and results are shared with all stakeholders. Results drive the academy's direction	Survey and results Other assessment methods
X B. Do changes reflect the academy's mission and goals? The refinements refer back to the academy's underlying mission and goals.	Mission and goals are not evident	Mission statement and goals are evident	Changes are made as a result of data and keep the mission statement and goals in clear focus	The mission statement and goals are clearly evident in all marketing materials, classrooms, website, and other printed material. All changes made reflect these goals and mission statement.	Printed marketing materials Website Goals Mission statement
Scoring: Please add the number of boxes checked in each column and					Total Score: Add the totals from each column and enter the score here:



Elements of a Career Academy	Needs Improvement	Approaching Standard	At Standard	Exceeding Standard	Documentation
<i>enter the total in the bottom column. To achieve certification, all <u>required</u> areas must be scored "At Standard" or "Exceeding Standard".</i>					

Scoring Guide:

- 27 – 40 points = Needs Improvement
- 41 – 67 points = Approaching Standard (Bronze Level – Academies may only remain at this level for two consecutive years)
- 68 – 94 points = At Standard (Silver Level)
- 95 – 108 points = Exceeds Standard (Gold Level)

To achieve the “Circle of Excellence” regional accreditation, the overall rating must be “At Standard” or “Exceeding Standard” and all 8 of the required elements must be rated “At Standard” or “Exceeding Standard”. If one of the 8 required elements is rated “Approaching Standard” or “Needs Improvement”, the academy will not achieve the “Circle of Excellence” regional accreditation even if the overall score is “At Standard” or “Exceeding Standard”. Academies in the “Circle of Excellence” may be designated as Silver or Gold members depending on the total points awarded.



5.5 Prioritizing Your Action Plan

The Site Visit Team will create an action plan after the site visit. This is a suggested action plan and will not take into account your school's priorities, available resources or limitations. The Career Academy Coordinator needs to revise this action plan to meet the school's individual needs, capabilities and resources. To do this, the plan must be prioritized with the school's principal and with the advisory board. Responsibilities should be assigned for appropriate items and specific deadlines set for the completion of each task.

5.5.1 Sample

Rubric Citation	Action Steps	Lead Person(s) Team	Evidence	Resources	Timeline
1.C	Formalize the job pledge with Industry Partners	Mike Gehlen Chamber	Signed job pledge from industry partners		
2.D	Use the Chamber and steering committee to develop comprehensive work-based learning, year-long plan that includes grade level activities including guest speakers, field trips, job shadows, mentors, and internships.	Chris Force Chamber	Increased student enrollment and motivation	Steering committee	
2.E	Recruit English teacher and develop a thematic unit or project which includes both academic and career-related skills and knowledge (see also NAF curriculum and projects)	Chris Force	Student work	English teacher, NAF	
3.E(3.B)	Establish a Finance Academy team to support the Career Academy with a counselor, one other business teacher, academic teacher, and additional business teacher. 3.B Provide Common Planning Period for Academy Team Teachers	Chris Force Staff	Committee meeting minutes		



5.6 Recognizing and Celebrate New Career Academies

At the spring or summer Cornerstone meeting, all new Career Academies will be briefly presented and recognized.

5.7 Circle of Excellence Benefits

The Circle of Excellence designation is given to all schools that score at or above standard. Exact benefits are still in development but may include items such as:

- Possible \$10,000 annual cash award
 - with potential for additional funding based on number of total students who complete program
- Possible Recognition
 - Annual recognition in forums such as the Chamber Annual Meeting or Cornerstone luncheon
 - Business, student, teacher and programs of the year with additional incentives for award recipients, including financial rewards
 - Significant media coverage
- Possible access to scholarships dedicated only to Career Academy Circle of Excellence programs
 - Teacher scholarships to professional industry conferences and additional professional development programs
 - Dedicated student scholarships
- Possible additional support for planning career activities for students such as a dedicated staff member from the Chamber to help with career and employability training, job shadows and internships
- Possible additional professional development opportunities
 - Advanced and custom programs
 - Additional scholarship opportunities
- Elevated brand awareness with the use of Circle of Excellence icon
- Additional marketing support
 - Presentations and online support for recruiting students and business partners
 - Chamber staff support for PR and marketing activities