

## **Agenda:**

- Welcome (Debbie Runzi)
- Academy Power Point (Jeff Dodson/Andy Runzi)
- Student Perspectives (Michelle Horn)
- Site Visits (Tammy Ridgeway)
- Academy Selection (Counselors/Administrators)
- Course Offerings-Singleton's (Counselors/Administrators)
- Questions

## **JCHS Academies – October 8, 2013 Learning in Retirement**

### **Steering Committees**

In every instance in which we have looked at academies elsewhere, we have been told that the business partnerships are crucial. Each academy steering committee will include some members of the business community, as well as teachers, counselors, and administration. The intention is to coordinate efforts in shaping curriculum so that it truly addresses the greatest needs for students to be successful.

### **Business Partners**

Business partners can take an active role even before academies are established; their involvement can greatly enrich student learning in any school setting. Business partners can take part in discussions concerning curriculum development, can serve as guest speakers or guest presenters in class, can help coordinate internships, can be a part of an audience for student presentations and provide feedback, and can monitor and evaluate capstone projects.

### **Teacher Collaboration**

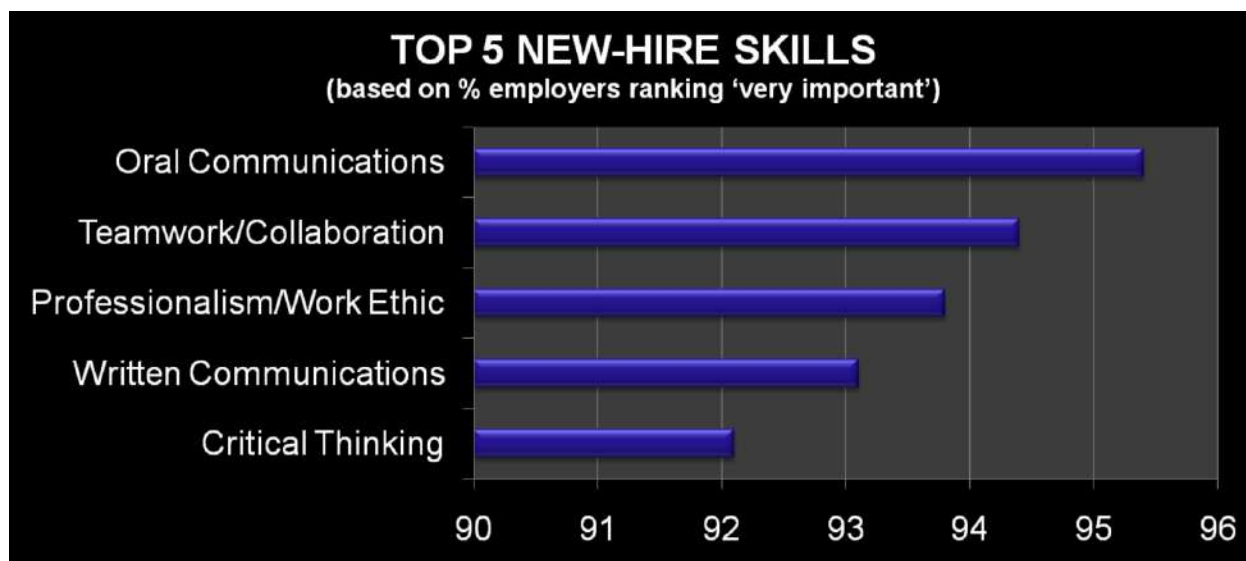
Teacher collaboration will usually be cross-curricular within each academy. There will still be times when an entire department will need to coordinate efforts within a subject area. The emphasis, however, is on teaching each student rather than teaching a subject. Academies encourage student mastery in all subjects and in all areas of skill development.

### **Special Services**

Each academy will function as a small high school but will have the benefits and resources that a large high school can provide. Each academy will have two or three special education teachers assigned to it. It is possible that some special services teachers will be assigned to move between academies. The overall look of what we are doing will change from what we are used to doing. This is true in special education as well as in other areas.

### **Academy Selection**

After a year in one academy, a student may apply to another that seems to be of more interest to him or her. Within a given school year, student will be afforded the opportunity to take classes in another academy, but great care must be taken to preserve the integrity and purity of the academy system. In other words, we want all students to remain a part of the small learning community that their own academy provides. The exceptions will be made for course offerings such as band, choir, yearbook staff, etc. and also for particular A.P. class offerings or other upper level classes that may be unique to a specific academy.



*Are They Really Ready to Work? Employers' perspectives on the basic knowledge and applied skills of new entrants to the 21st century U.S. workforce, Partnership for 21<sup>st</sup> Century Skills, 2006*

### PLANNING AT THE MIDDLE LEVEL

<sup>th</sup> 5 <sup>th</sup> Graders	<sup>th</sup> 6 <sup>th</sup> Graders	<sup>th</sup> 7 <sup>th</sup> Graders	<sup>th</sup> 8 <sup>th</sup> Graders
Career Clusters Inventory - Missouri Connections	Academy introduction/identification	Explore career paths	Career Cluster Inventory – Secondary Version
All students take a field trip to Mizzou	Learning Styles Inventory	Interest Profiler/Resume Builder	Career Fair
Focus on career awareness, necessary skills, & goal setting	Personal Plan of Study (PPS)	Continue PPS	Academy Jamboree at High School
	Voluntary field trips to college campuses	Voluntary field trips to college campuses	Voluntary field trips to college campuses
			Individual conferences & continue PPS

