

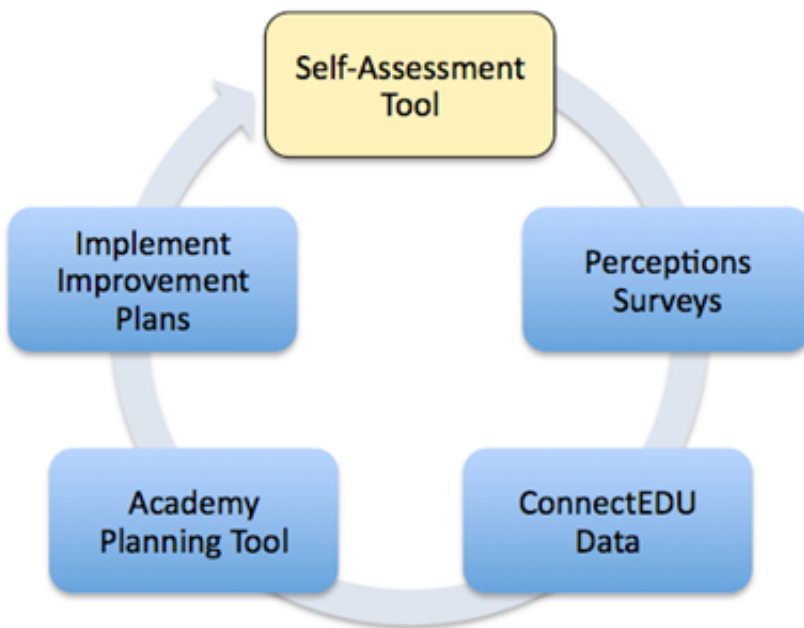
NAF Self-Assessment » Sandalwood High School AOIT

Generated on September 10th, 2010

Welcome

How closely does your Academy follow the NAF model? In what ways does your program excel? How can your Academy get better at helping students succeed?

NAF Annual Academy Improvement Cycle



Please submit your Academy Self-Assessment Tool responses by November 19, 2010.

Where to Begin

Because the Self-Assessment Tool ultimately directs Academy improvement efforts, a **team of stakeholders** who know your program well should work collaboratively to complete the tool and ensure accurate responses. These stakeholders should include Academy teachers, High School counsellors, Advisory Board members, school and district administrators, and parents and students as appropriate. In NAF's experience, when Academy Directors answer the questions in isolation, the tool's intended purpose-and ultimate impact-is lost.

Here are some suggested steps for completing the tool:

1. Recruit a group of stakeholders familiar with the Academy to serve as a Review Team
2. Provide team members a **print copy** of the Self-Assessment Tool (NOTE: link to PDF is near the bottom of page of each page)
3. Work through the tool as a team, using hard copies and projected image of online tool
4. Compile documents for Evidence Binder as needed
5. Reach consensus on all Strategic Action responses
6. Complete Review Team page of the online tool (Academy Director task)
7. Enter responses for all four sections of the online tool (Academy Director task, online version available in early October)
8. Meet with team to analyze customized results and use this new information to build on the improvement planning you began at the Summer Institute.

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Format of the Tool

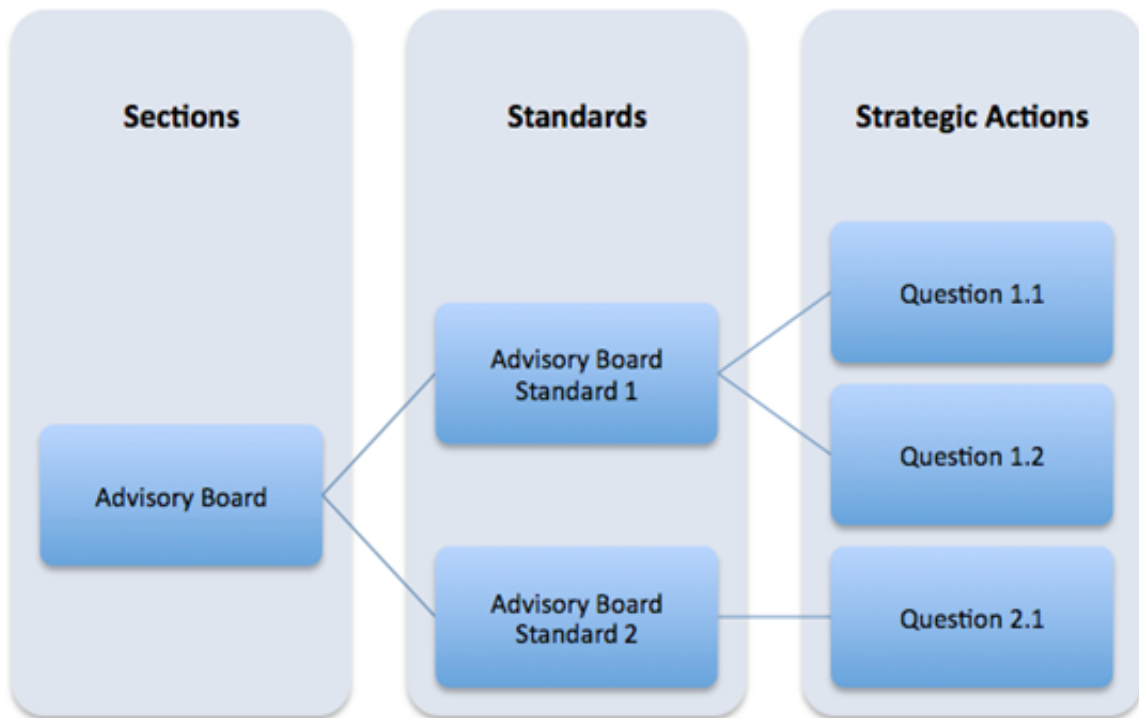
The **Self-Assessment Tool** is structured around four **sections** that reflect the key pillars of the NAF career academy model:

- Academy Development
- Advisory Board
- Curriculum
- Work-Based Learning (formerly "Internships")

Each of these sections is comprised of three to five **standards**, which flesh out important aspects of the NAF model for each section.

Finally, each standard is followed by two to three **strategic actions** that reflect the everyday Academy practices to support each standard. It is at this action level where you will respond to questions and prompts regarding your Academy's implementation of the NAF model.

The example below shows how these three levels of structure work together in the tool.



Academy Data and the Evidence Binder

The Self-Assessment Tool page layout is designed to populate the left column of each screen with related information about your Academy from the NAF Data Center. Where appropriate, use this data to help assess your Academy performance in relation to NAF Standards. (NOTE: You may need to update your Data Center prior to working on the tool.) Please note that Data Center information is not collected for all Strategic Actions, and in some cases, your Academy may not have submitted complete data.

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Left column shows your Academy's relevant data from the NAF Data Center

Right column lists Strategic Action questions for your Review Team to answer

During the review process, Academy teams should collect additional data and documentation that relates to each Strategic Action and Standard and compile this evidence into an **Evidence Binder**. A list of suggested evidence is provided. As part of the validation process, Academies seeking Leader or Distinguished status will be asked to share their Evidence Binder during a site visit from a review team.

A Note to New Academies

Academies that are less than four years old or have not yet graduated students will lack evidence in many areas and will understandably score low on certain standards. This is a natural part of the Academy development process. If your Academy is in this situation, use the Self-Assessment Tool results to gauge your program's growth and learn about aspects of the model that need additional work. NAF's highest levels of network membership—the Leader Academy and Distinguished Academy levels—are attainable once programs have Academy graduation data to report.

Completing the Self Assessment Tool

Start with the Review Team tab and enter the requested information about the team that worked together to complete your review process. Once this tab has been completed, move on to each of the four main sections and complete the Strategic Action responses.

The completion of the Review Team page and the four sections and will enable you to view the **Overall Score** page, which will provide detailed information about your Academy's strengths and challenges in each area of the NAF model and will provide instructions for accessing the companion **Academy Planning Tool**. Once you have completed the Review Team page and the four sections click on the Overall Score tab.

Once the tool is submitted you will receive a receipt confirmation with an accompanying survey about the Self-Assessment experience. We appreciate your feedback on the tool.

For Further Information

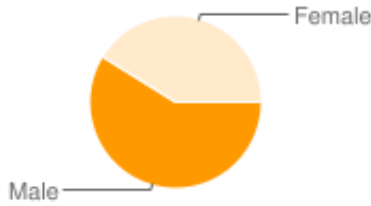
Please direct questions about specific items on the tool to your NAF Regional Director. Questions about technical difficulties should be directed to Joep Koenen (Joep@naf.org).

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1 Academy Development

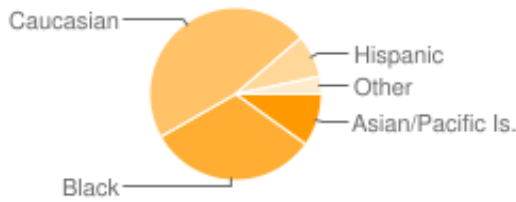
1 Student Recruitment and Enrollment

Academy Gender Breakdown



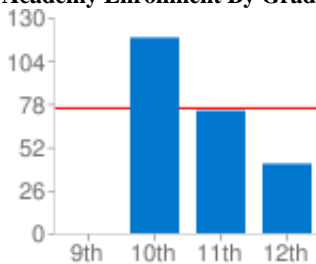
No High School Student Numbers entered into the Data Center. Cannot show Gender.

Academy Ethnicity Breakdown



No High School Student Numbers entered into the Data Center. Cannot show Ethnicity.

Academy Enrollment By Grade



The horizontal line represents 75 students.

Minority Students



Total Enrollment since 2005

a. Outreach efforts seek out at-risk students who represent NAF's target student population, and an open, choice-based enrollment process is used to ensure that Academy demographics reflect the overall school, or the district if the Academy is a school. Our Academy... *(select all that apply)*

- has an open enrollment process that does not select or reject students based on their academic record
- outreach efforts explicitly seek out students who represent NAF's target student population.
- demographics reflect those of our school or district (if the Academy is a school)
- None of these

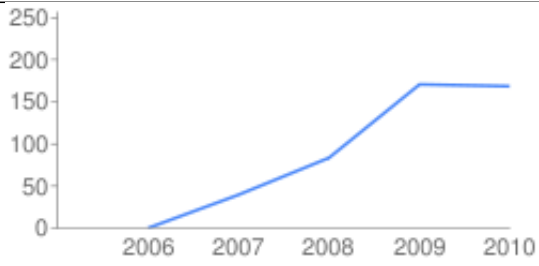
b. Recruitment efforts result in student enrollment numbers that increase each year until the Academy enrolls a minimum of 75 students per grade level. Academy Enrollment...

- held steady at 75 students or higher at **each grade level.**
- increased to 75 students or higher at **each grade level.**
- increased but did not reach 75 students or higher at **each grade level.**
- None of these

c. Recruitment procedures ensure that applicants and their families know that the Academy is part of a national network and is designed to impact students' post-graduation plans and opportunities for life success. Our Academy recruitment procedures ensure that applicants and their families know that the Academy is... *(select all that apply)*

- part of a national network
- designed to impact students' post-graduation and opportunities for life success.
- providing theme-based curriculum at each grade level.
- None of these

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1 Academy Development

2 Personalized Environment

a. Academy students are scheduled as a group into NAF theme courses as well as in two or more core academic courses such as language arts, math, science, and social studies courses. At all grades of the Academy students are scheduled as a group...

into NAF theme courses plus two or more core academic courses.

into NAF theme courses plus one core academic course.

into NAF theme courses only

Students are not scheduled into Academy courses as a group, or at all grades of the Academy.

b. The program length ensures that students have a three- or four-year Academy experience. The length of the Academy experience in our program is...

4 years

3 years

2 years or less

c. There is a weekly common planning time for the Academy team of more than three staff members, so that integrated learning, student supports and individualized student assessment can occur. During this school year, more than three of our Academy staff...

meet for common planning time twice or more times a week

meet for common planning time once a week

do not meet weekly (or otherwise) for common planning time.

d. Academy students receive career-themed guidance on college exploration and college choices based on their individual interests.

In the past year, students in our Academy received career-themed guidance on college exploration and college choices based on their interests.

Career-themed guidance on college exploration is not part of our Academy program.

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1 Academy Development

3 Data Collection and Review

Validation Not Available at this time

a. All required NAF data is submitted on time.

All of our Academy's required NAF data was submitted to the Data Center on time this year.

Some of our Academy's required NAF data was submitted to the Data Center on time this year.

None of our Academy's required NAF data was submitted to the NAF Data Center this year.

b. Academy student performance data is collected, analyzed, compared to the high school in general, and used for continuous improvement planning. Our Academy student performance data is... *(select all that apply)*

collected and analyzed.

compared to the high school in general.

used for continuous improvement planning.

None of these.

c. Data review is an integral component of the continuous assessment of the Academy's functioning by the Advisory Board, Academy leadership, and school administration. Our Academy data is regularly reviewed by... *(select all that apply)*

the Academy Advisory Board.

Academy staff leaders.

school administration.

district administration.

None of these

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1 Academy Development

4 Academy Leadership

Validation Not Available at this time

a. Academy leadership structure includes clearly publicized responsibilities and may involve a combination of Academy staff, Advisory Board members, central office administrators, school administrators, and students.

- clearly publicized responsibilities.
- Academy staff.
- Advisory Board members.
- central office administrators.
- school administrators.
- students.
- parents.
- None of these.

b. School leadership recruits and hires staff unique to the Academy and publicly advocates for the program in the community, supporting the Academy as part of a larger whole-school reform effort. School leadership...(select all that apply)

- recruits and hires staff unique to the Academy.
- advocates for the program in the community.
- supports the Academy as part of a whole-school reform effort.
- None of these.

c. An Academy Director with daily or weekly release time leads the Academy, and is responsible for communicating with NAF and coordinating the program.

Our Academy Director is not a classroom teacher or is a teacher with adequate release time for their coordination and communication duties.

Our Academy Director is a classroom teacher without daily or weekly release time.

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1 Academy Development

5 Professional Development

Validation Not Available at this time

a. Professional development at the school level features Academy teachers participating in regularly scheduled meetings during common planning time to design integrated learning and personalized supports for students and strategize about Academy business. During common Academy team planning meetings,

	Regula rly	Occasi onally	Rarely	Never
work on instructional integration occurs...				
work on designing personalized student supports occurs...				
work on strategizing about Academy business occurs...				

b. Professional development for the Advisory Board and other partners assures their preparation and comfort to engage with students as speakers, shadowing hosts, mentors and internship supervisors.

occurred two or more times.

occurred one time.

did not occur.

c. Professional development at the national level includes staff attending the Leadership Summit and Summer Institute, engaging in webinars and training for the NAF curriculum, participating in supports offered through Field Teams and contributing to the NAF Collaboration Network.

attended NAF's Summer Institute for Professional Development

attended NAF's Leadership Summit

participated in a NAF regional training or NAF-hosted webinar.

logged in at least monthly to the NAF Collaboration Network

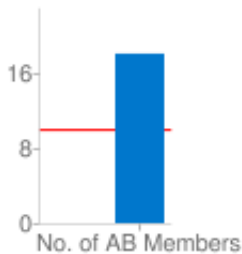
None of these

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2 Advisory Board

1 Advisory Board Membership and Operations

	Name	Company	Chair
1.	R. Agbunag	St. Johns County Public Works	
2.	D. Bartle	FACS Managment Systems	
3.	E. Bos	Ehglad Thims & Miller	
4.	T. Burkins	Sandalwood High School	
5.	J. Cady	Cady and Cady Studios	
6.	S. Cobb	UNF	
7.	W. Colvin	Sandalwood High School	
8.	T. Daniels	FCCJ	
9.	M. Garrett	Sandalwood High School	
10.	C. Gottberg	Sandalwood High School	
11.	C. Higgly	JEA	
12.	C. Hildreth	Blue Cross Blue Shield	
13.	A. Lakatos	Sandalwood High School	
14.	M. Landoll	ITT Tech	
15.	J. Pecnick	Dowling Douglas	
16.	J. Roth	Duval County Public Schools	
17.	S. Vara	Sandalwood High School	



The horizontal line represents 10 Advisory Board Members.

Organization Type	Number
Business	6
Government	1
High School	6
Higher Education Institution	3
School District	1

a. Advisory Board recruitment efforts result in at least 10 members representing all aspects of the Academy industry including business and industry leaders, higher education, parents, students, Academy directors and school/district administration. Our Advisory Board membership currently features... *(select all that apply)*

- 10 or more members
- Academy Director/teacher leaders
- business partners.
- higher education partners
- parents and/or students
- school and/or district administration.
- None of these.

b. Advisory Board strategic planning process, updated by-laws, financial policies and succession planning help the Academy to grow and sustain. Our Advisory Board has... *(select all that apply)*

- a strategic planning process.
- updated by-laws.
- financial policies.
- succession planing.
- None of these.

c. Advisory Board meets regularly, elects officers, and operates defined committees that advise the program of study, create a sequenced set of experiential work-based learning opportunities. Our Advisory Board... *(select all that apply)*

- meets at least once a month.
- elects officers.
- operates defined committes that advise the program of study.
- creates a set of experiential work-based learning opportunities for our students.
- None of these.

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2 Advisory Board

2 Support for Learning

Validation Not Available at this time

a. Advisory Board assists Academy staff with curriculum selection, design, and implementation, helps with student project work and shares latest industry trends. In the past year, our Advisory Board has... *(select all that apply)*

helped Academy teachers select, plan, and implement curriculum.

assisted students with project work.

shared latest industry trends with staff and/or students.

None of these.

b. Advisory Board brings its industry knowledge and expertise to the students through classroom team teaching, mentoring, and providing structured work-based learning experiences such as job shadows, field experiences, and compensated student internships. In the past year, our Advisory Board has... *(select all that apply)*

shared industry knowledge and expertise with students in a classroom setting.

provided mentoring to Academy students.

provided work-based learning experiences such as job shadows, field experiences, and internships.

None of these.

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2 Advisory Board

3 Support for Sustainability

Validation Not Available at this time

a. Advisory Board members provide resources to ensure the stability of the Academy. In the past year, our Advisory Board has... *(select all that apply)*

supported the Academy through direct financial contributions.

helped the Academy provide scholarships and other educational opportunities.

used their network of influence to secure additional funding and opportunities for the Academy.

None of these.

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3 Curriculum and Instruction

1 Program of Study/Integration

Course Name	Grades	NAF Course Equivalen t	Length of Course	Business Partner Contr.	Required ?
Principles of Information Technology	10th	Principals of IT	All Year		Yes
AOIT Program ming/Dat abase	10th	Databases & Spreadsh eets	All Year	Advisory Board Member. Field Trips/Do nations	Yes
Introducti on to Informati on Technolo gy	9th, 10th	Oracle Java I	All Year		Yes
Geospaci al Informati on Systems	9th, 10th	❗ None Found	All Year	Advisory Board Member/ Field trips and donations	No
Web Design 1	11th, 12th	❗ None Found	All Year		Yes

a. The Academy program of study includes one or more NAF courses* per grade level, with themes from these courses integrated into core academic course content. (*or approved alternatives, including PLTW) Our current Academy program of study includes...

one or more NAF courses* at each grade level **and** themes from these course are **regularly** integrated at each grade level.

one or more NAF courses* at each grade level **and** themes from these course are **occasionally** integrated at each grade level.

None of these.

b. Multidisciplinary projects are the primary vehicle by which NAF course themes are integrated into core subject area content, providing a relevant context for student learning. This past year, multidisciplinary projects were implemented...

two or more times per semester at each grade level.

one time per seemster at each grade level.

one time per year at each grade level.

Multidisciplinary projects were not offered at each grade level.

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3 Curriculum and Instruction

2 Instructional Practices

Validation Not Available at this time

a. Academy teachers regularly use NAF-endorsed literacy strategies (e.g. common writing rubrics) to help students improve their vocabulary, reading comprehension, oral communication, and writing skills. This past year, NAF-endorsed literacy strategies were explicitly used...

frequently across all grade levels.

occasionally across all grade levels.

rarely, not at all, or not across all grade levels.

b. Academy teaching staff shares best practices and demonstration lessons through the NAF Collaboration Network. This past year, Academy teachers shared lessons and effective teaching strategies... (*select all that apply*)

with the Academy teaching team during team meetings.

on the NAF collaboration Network.

through a formal presentation at the NAF Institute for Professional Development.

None of these.

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3 Curriculum and Instruction

3 Instructional Supports

Validation Not Available at this time

a. The Academy team, Advisory Board, and school counselors ensure that sufficient academic supports (tutoring, mentoring, Saturday classes, skill workshops, etc.) exist to help students succeed in Academy courses. This past year, Academy students received academic support through... *(select all that apply)*

- tutoring
- mentoring
- skill-building workshops offered during school.
- classes or workshops offered after school, on weekends, or during the summer.
- None of these.

b. There is an organized approach to identifying students at risk of failure, accompanied by intervention systems to address factors that increase academic failure and dropping out. Our Academy currently... *(select all that apply)*

- has a systematic way of identifying students at risk of failure.
- has an organized intervention system to address factors that put students at risk of failing and dropping out.
- is developing systems to identify and support at-risk students.
- None of these.

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3 Curriculum and Instruction

4 College/Career Readiness

Validation Not Available at this time

a. Academy intentionally builds the college knowledge of students, helping them understand the postsecondary system and culture, research college options, and navigate issues such as testing, applications, and financial aid. This past year, our Academy explicitly worked with students on... *(select all that apply)*.

- understanding the system and culture of college/postsecondary.
- researching college/postsecondary options.
- navigating issues such as testing, applications, and financial aid.
- None of these.

b. All Academy students take a program of study that makes them at least eligible for admission to a state college. In the effort to make our Academy program of study college-eligible...

- a college-prep program of study is in place for all of our Academy students.
- our Academy is currently working on revising the program of study to ensure that all students are eligible for admission to a state college or higher.
- we are at the starting point, this effort has not begun.

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4 Work-Based Learning 1 Provides a WBL Program

Validation Not Available at this time

a. A three- to four-year series of coordinated and sequenced work-based learning experiences that could include job shadowing, dress for success, career fairs, and interview forums guarantee that students are provided with learning opportunities that build in sophistication and intensity and ultimately prepare them for compensated internships. In our Academy, a coordinated, sequenced work-based learning program is...

fully in place for all students.

partly in place or is in place for some students.

not in place for our students (*None of the above*).

b. Academy work-based learning experiences reinforce NAF and core curricula and emphasize the 21st Century soft skills needed for future success in college and the workforce, including creativity, problem solving, communication, collaboration, and critical thinking. WBL experiences in our Academy... (*select all that apply*)

are explicitly aligned with themes, content, and skills of NAF courses and core academic courses.

emphasize 21st Century skills such as creativity, problem-solving, communication, collaboration, and critical thinking.

do not align with NAF courses, core academic courses, or 21st Century skills. (*None of the above*).

c. A continuous evaluation process is in place to assess the effectiveness of the work-based learning program and to plan for future refinement and implementation. A continuous evaluation process to assess and improve our Academy's WBL program is...

fully in place.

in development.

not in place.

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4 Work-Based Learning

2 Internship Completion

No Internships Reported

a. The Advisory Board and teaching staff ensure that all Academy students complete a compensated internship before they graduate. The percentage of last year's (2009-2010) graduates who completed a compensated internship experience was...

95-100%

75-94%

50-74%

below 50% / no graduates yet.

b. Academy staff and Advisory Board work with internship providers to support their logistical needs and to ensure that the internship is a win-win experience for the host organization. This past year (2009-2010/Summer of 2010), internship providers were supported in their logistical and organizational needs by... *(select all that apply)*

Academy staff.

Advisory Board members.

Host organization volunteers.

None of these / no internships yet.

c. An alternative program is in place for students who are not eligible for traditional paid internships to ensure that all Academy students have some type of advanced work-based learning opportunities. An alternative program for Academy students who are not eligible for traditional paid internships is...

in place for all students in this situation.

under development.

not in place / no internships yet.

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4 Work-Based Learning

3 Students' Career Goals

Validation Not Available at this time

a. Internship experiences are linked to students' future career goals in order to make learning more engaging and relevant. Last year's (2009-2010/Summer of 2010) internship experiences in our Academy were...

intentionally linked with student-specific career goals.
broadly linked with the Academy theme.
None of these / no internships yet.

b. Written, individualized student learning and career plans allow for differentiated skills levels, and alignment with student interests, personalized internship experiences and targeted debriefing, reflection and evaluation. Individualized learning and career plans that enable us to align Academy program elements to student skills, interests, and needs...

are in place for all students.
are not yet available; our Academy is in the process of developing individualized learning and career plans.
are not available; work has not started in this area.

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Team Members

First Name	Last Name	Email	Title/Role	Review Team Member	Editor	View Assessment
Aaron	Lakatos	lakatosa@duvalschools.org	Director	✔	✔	✔



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Notes: