

# Year of Planning Self-Assessment

## Overview

---

The NAF Framework Self-Assessment is an early benchmark in the Year of Planning process. The Self-Assessment is meant to gauge your team's readiness to plan. The Self-Assessment is a snapshot of your team's readiness to plan and will measure your ability to examine the key influences on how you operate, and the key challenges you face. By completing this Self-Assessment, you help your planning team, school and district staff, and outside partners to identify topics that may facilitate or otherwise hinder successful Academy implementation.

Please answer the questions as they relate to aspects of your planned Academy implementation. Tell us how easy it will be for you to answer similar questions as you enter the Year of Planning process. There are six elements to this survey: ***Personalized Learning Environment, Academic Engagement of All Students, Empowered Educators, Accountable Leaders, Engaged Community and Youth, and Integrated Systems of High Standards, Curriculum, Instruction, Assessments, and Supports.*** Within each element, there is space to report on both your school-wide and Academy indicators. School-wide indicators relate to the entire school environment, while Academy indicators focus on your specific Academy.

In addition, the last four questions ask you to fill out a more detailed survey of your school. In order to complete the last four survey questions, you will need to gather the following information: types of Academies, magnets, small learning communities, or other theme-based programs in your school, technical assistance providers involved, any grant support of the program, business partners involved, and current transition strategies. The entire Self-Assessment should take approximately 35 minutes to complete.

There are no right or wrong answers; honest responses about your ability to answer these questions in the future will help NAF meet your needs during the Year of Planning. Choose only one response per question, from the following categories:

- I could easily gather evidence to support this statement:*** Indicates questions that would be easy for your team to provide an answer on which there is widespread agreement and consensus.
- I could gather some evidence to support this statement but would need to talk to an administrator and other staff:*** Indicates questions for which data are not readily available, but your team could produce data to provide a consensus response to address this question.
- I would have difficulty providing evidence to support this statement, and don't know how to proceed:*** Indicates questions that would be difficult or impossible to answer and/or to reach agreement and consensus on at this time.
- This statement is not applicable to my school/Academy:*** Indicates questions that, at present, do not apply to your school environment.

# Framework Questions

## FRAMEWORK ELEMENT I: Personalized Learning Environments

Personalized learning environments support all students by designing curriculum, supports, structures, and a learning climate focused on student needs, interests, and development.

### SCHOOL-WIDE INDICATORS

Early Development	Growth	Sustainability
<ul style="list-style-type: none"> <li>Some students and teachers are in smaller learning communities.</li> <li>Uneven level of curricular rigor and relevance exist throughout the school.</li> <li>School beginning to collect data and take action to improve student transitions, student-adult relationships, and overall school climate.</li> </ul>	<ul style="list-style-type: none"> <li>Many students and teachers are in small schools or small learning communities.</li> <li>Explicit work on academic rigor and relevance is underway and resulting in increased student performance.</li> <li>Student transitions, school climate, and student-adult relationships are improving as a result of focused efforts.</li> </ul>	<ul style="list-style-type: none"> <li>School size and schedules support all students and all teachers with small learning environments (ideally 400 students or less in a 9-12 high school).</li> <li>All students provided with academically rigorous curricula that meet or exceed standards, are relevant to real-world contexts, and build on student and community assets.</li> <li>A network of adults works together and with students to access the necessary academic and social resources through tools such as personal learning plans, academic intervention programs, postsecondary plans, and advisors for every student.</li> <li>Interactions among and between adults and students are defined by trust, respect, open communication, and clear, shared expectations.</li> <li>Transition from middle grades to high school is eased through pre-assessment work, orientation programs, and 9th grade support systems.</li> <li>Students receive regular curricular preparation and advisement regarding college attendance and exposure to a range of career opportunities.</li> <li>School climate is safe and welcoming to all students.</li> </ul>

Our school best fits in the following category:  Early Development  Growth  Sustainability

- I could easily gather evidence to support this statement.
- I could gather some evidence to support this statement but would need to talk to an administrator and other staff.
- I would have difficulty providing evidence to support this statement and don't know how to proceed.
- This statement is not applicable to my school.

### ACADEMY INDICATORS

Early Development	Growth	Sustainability
<ul style="list-style-type: none"> <li>Students and staff scheduled into Academy program, but cohort may not be pure.</li> <li>Academy courses are seeking ways to increase both rigor and relevance.</li> <li>Personal learning plans and student supports are in planning stages.</li> <li>Staff works explicitly on creating a positive classroom climate.</li> </ul>	<ul style="list-style-type: none"> <li>Students and staff scheduled appropriately into program.</li> <li>Academic rigor and relevance are evident in most Academy courses.</li> <li>Personal learning plans and student supports are in place for many students.</li> <li>Positive, welcoming program climate is emerging.</li> </ul>	<ul style="list-style-type: none"> <li>Small learning community structure in place and features a pure cohort of students and team of teachers scheduled appropriately.</li> <li>All Academy students provided with a defined program of study incorporating academically rigorous curricula that meet or exceed standards, align with NAF curricular frameworks, are relevant to real-world contexts, and build on student and community assets.</li> <li>Academy staff collaborate across disciplines, and with students and families, to develop personal learning plans, academic intervention programs, and advisors for each student.</li> <li>Interactions among and between Academy staff and students are defined by trust, respect, open communication, and clear, shared expectations.</li> <li>Student orientation and support programs help students new to the Academy to succeed.</li> <li>Students receive regular curricular preparation and advisement regarding internship preparation and guidance, college attendance and exposure to a full range of career opportunities within the Academy field.</li> <li>Academy climate is safe and welcoming to all students.</li> </ul>

Our Academy best fits in the following category:  Early Development  Growth  Sustainability

- I could easily gather evidence to support this statement.
- I could gather some evidence to support this statement but would need to talk to an administrator and other staff.
- I would have difficulty providing evidence to support this statement and don't know how to proceed.
- This statement is not applicable to my Academy.

## FRAMEWORK ELEMENT II: Academic Engagement of All Students

Academically engaged students are actively involved in disciplined inquiry requiring problem-solving, higher-order thinking, and the capacity to construct, rather than merely reproduce, knowledge. Educators and students co-construct learning experiences that are relevant to economic, social, and political dynamics at local, national, and global levels. Curriculum and instruction value and connect learning to students' cultural and linguistic contexts.

### SCHOOL-WIDE INDICATORS

Early Development	Growth	Sustainability
<ul style="list-style-type: none"> <li>Curriculum is still primarily teacher- and text-centered.</li> <li>Across the school, few courses use projects or attempt to incorporate issues of student interest.</li> <li>Career themes are not yet explored by all students in meaningful ways.</li> <li>Limited flexibility in terms of instructional time and assessment measures.</li> </ul>	<ul style="list-style-type: none"> <li>Select courses engage students in projects that incorporate issues of student and community interest.</li> <li>Teachers increasingly attempt to differentiate instruction for all students.</li> <li>Career themes are explored by many students.</li> <li>School beginning to experiment with flexible use of instructional time and multiple assessment measures.</li> </ul>	<ul style="list-style-type: none"> <li>All students pursue a rigorous, standards-based core academic curriculum.</li> <li>All classrooms use project-based learning and other engaging, inquiry-based teaching methods that provide opportunities for students to master academic content, learn workforce skills, and develop personal strengths.</li> <li>School has eliminated all non-academically rigorous courses and tracks.</li> <li>All teachers differentiate instruction and provide supports that meet the varied learning needs of multiple student populations.</li> <li>All teachers incorporate current technology into educational content and delivery.</li> <li>All teachers connect curriculum to real-world contexts that build upon student and community resources.</li> <li>School has systems in place to provide all students with individualized guidance, information, and resources on career pathways and opportunities for participating in workplace-based learning.</li> <li>School schedules provide for extended/flexible interdisciplinary instructional time blocks.</li> <li>School uses multiple measures to assess student outcomes, including performance-based assessments.</li> </ul>
<p><b>Our school best fits in the following category:</b>   <input type="checkbox"/> Early Development   <input type="checkbox"/> Growth   <input type="checkbox"/> Sustainability</p> <p> <input type="checkbox"/> I could easily gather evidence to support this statement.  <input type="checkbox"/> I could gather some evidence to support this statement but would need to talk to an administrator and other staff.  <input type="checkbox"/> I would have difficulty providing evidence to support this statement and don't know how to proceed.  <input type="checkbox"/> This statement is not applicable to my school.         </p>		

### ACADEMY INDICATORS

Early Development	Growth	Sustainability
<ul style="list-style-type: none"> <li>Program relies heavily on curriculum and assignments that lack real-world context.</li> <li>Teachers make few attempts to connect curriculum or support to individual student interests or needs.</li> <li>Career themes addressed only broadly.</li> <li>Time use and tests mostly traditional.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers regularly engage students in real-world projects.</li> <li>Teachers regularly connect curriculum and support to individual student interests and needs.</li> <li>Career themes addressed throughout program.</li> <li>Time use and assessment practices are increasingly innovative.</li> </ul>	<ul style="list-style-type: none"> <li>All Academy courses are aligned with and support core academic standards.</li> <li>Academy courses primarily use project-based learning and other engaging, inquiry-based teaching methods that provide opportunities for students to master academic content, learn workforce skills, and develop personal strengths.</li> <li>Academy teachers differentiate instruction and provide supports that meet the varied learning needs of multiple student populations.</li> <li>All Academy teachers incorporate current technology into educational content and delivery.</li> <li>Academy teachers connect curriculum to real-world contexts that build upon student and community resources.</li> <li>Internships and workplace-based learning opportunities (including mentoring, job shadowing, guest speakers, community projects, and field trips) are in place for all Academy students.</li> <li>Academy uses extended/flexible interdisciplinary instructional time blocks.</li> <li>Academy uses multiple measures to assess student outcomes, including performance-based assessments.</li> </ul>
<p><b>Our Academy best fits in the following category:</b>   <input type="checkbox"/> Early Development   <input type="checkbox"/> Growth   <input type="checkbox"/> Sustainability</p> <p> <input type="checkbox"/> I could easily gather evidence to support this statement.  <input type="checkbox"/> I could gather some evidence to support this statement but would need to talk to an administrator and other staff.  <input type="checkbox"/> I would have difficulty providing evidence to support this statement and don't know how to proceed.  <input type="checkbox"/> This statement is not applicable to my Academy.         </p>		

## FRAMEWORK ELEMENT III: Empowered Educators

Empowered educators are those who are supported by their school community to continuously seek, share, and act on their learning in order to improve their practice for the purpose of improved student outcomes.

### SCHOOL-WIDE INDICATORS

Early Development	Growth	Sustainability
<ul style="list-style-type: none"> <li>Professional development features workshops on effective strategies for instruction and assessment.</li> <li>Training may be somewhat episodic with limited teacher choice or input.</li> <li>Explicit work on building a “professional learning community” among the staff has begun.</li> <li>Time for collaborative planning is limited or not widely available for all staff.</li> </ul>	<ul style="list-style-type: none"> <li>Professional development is increasingly data-driven and teacher-planned.</li> <li>Staff is building capacity to reflect on their practice and implement solutions to improve.</li> <li>A collaborative professional culture is emerging.</li> <li>Schedule accommodates common planning time for teaching teams.</li> </ul>	<ul style="list-style-type: none"> <li>School builds teachers’ capacity to use data and research to inform instructional practice and to guide professional learning priorities and needs.</li> <li>School empowers instructional staff with authority to define professional development needs and to make decisions about curriculum, teaching methods, and classroom environment.</li> <li>All staff trained to differentiate instruction and provide supports to meet the learning needs of multiple student populations.</li> <li>School works explicitly to build a collaborative professional community where staff analyze student performance data and their practice in order to improve results.</li> <li>School schedule accommodates common planning time for collaborative development of curriculum and instruction, assessment of student work, and analysis of student performance data.</li> <li>Professional development activities support teachers in developing student-centered, small group, and project-based learning, and in using technology to enhance student performance and achievement.</li> <li>Professional development promotes deep understanding of topics and provides many opportunities for stakeholders to practice new skills with feedback on their performance.</li> </ul>

Our school best fits in the following category:  Early Development  Growth  Sustainability

- I could easily gather evidence to support this statement.
- I could gather some evidence to support this statement but would need to talk to an administrator and other staff.
- I would have difficulty providing evidence to support this statement and don’t know how to proceed.
- This statement is not applicable to my school.

### ACADEMY INDICATORS

Early Development	Growth	Sustainability
<ul style="list-style-type: none"> <li>Academy teachers attend training on issues related to building a smaller learning community.</li> <li>Training may be somewhat episodic.</li> <li>Collaboration and trust are building within teaching team.</li> <li>Common planning periods are primarily used to discuss program logistics.</li> </ul>	<ul style="list-style-type: none"> <li>Academy teachers beginning to use student performance data to guide training needs.</li> <li>Explicit teambuilding work is underway among Academy teachers and trust is the norm.</li> <li>Common planning time is often used to analyze student work and plan integrated instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Academy teachers have the authority to define professional development needs and to make decisions about curriculum, teaching methods, daily schedule, program budget, program staffing, and classroom environment.</li> <li>All Academy staff are trained to differentiate instruction and provide supports to meet the learning needs of multiple student populations.</li> <li>Academy staff members work explicitly on team building.</li> <li>Academy staff has common planning time for collaborative development of curriculum and instruction, assessment of student work, and analysis of student performance data.</li> <li>Academy stakeholders have many opportunities to develop deeper knowledge that would benefit their work with the Academy, including subject-area knowledge, internship preparation and guidance, mentoring skills, and grant writing.</li> </ul>

Our Academy best fits in the following category:  Early Development  Growth  Sustainability

- I could easily gather evidence to support this statement.
- I could gather some evidence to support this statement but would need to talk to an administrator and other staff.
- I would have difficulty providing evidence to support this statement and don’t know how to proceed.
- This statement is not applicable to my Academy.

## FRAMEWORK ELEMENT IV: Accountable Leaders

Leaders at all levels of the program, school, and district must be accountable to, and work in partnership with, the communities and youth they serve. Accountable leaders resist the temptation of quick-fix solutions, choosing instead to engage stakeholders around the challenges of making schools responsive to and accountable for the success of all youth, including the most vulnerable populations.

### SCHOOL-WIDE INDICATORS

Early Development	Growth	Sustainability
<ul style="list-style-type: none"> <li>• Vision may exist but may not be shared or focus on success for all students.</li> <li>• School beginning to analyze data and develop strategies to ensure all students succeed.</li> <li>• Leadership taking steps to develop staff capacity for instructional leadership.</li> <li>• Accountability systems are in early stages of development.</li> </ul>	<ul style="list-style-type: none"> <li>• School working on refining vision by engaging all stakeholders.</li> <li>• School improvement and reform efforts are aimed at closing achievement gaps.</li> <li>• Staff capacity for instructional leadership is growing.</li> <li>• Conversations about accountability have begun.</li> </ul>	<ul style="list-style-type: none"> <li>• School and district leaders and stakeholders create a shared vision of success for all students and define accountability at each level.</li> <li>• School uses data to monitor and communicate progress towards the vision to all stakeholders.</li> <li>• School continually assesses the impact of reforms on all populations of students, particularly those traditionally marginalized, such as English language learners and students with disabilities.</li> <li>• School uses strategic, systemic approaches to address both dropout prevention and dropout recovery for vulnerable student populations.</li> <li>• Staff works together as a “professional learning community” focused on student learning.</li> <li>• School recruits, develops, and retains leaders with the accountability to implement the shared vision and prepare all youth for college, career, and citizenship.</li> <li>• School leaders actively champion the school to constituencies within the community, including community leaders and parents.</li> </ul>
<p><b>Our school best fits in the following category:</b>   <input type="checkbox"/> Early Development   <input type="checkbox"/> Growth   <input type="checkbox"/> Sustainability</p> <p> <input type="checkbox"/> I could easily gather evidence to support this statement.  <input type="checkbox"/> I could gather some evidence to support this statement but would need to talk to an administrator and other staff.  <input type="checkbox"/> I would have difficulty providing evidence to support this statement and don't know how to proceed.  <input type="checkbox"/> This statement is not applicable to my school.         </p>		

### ACADEMY INDICATORS

Early Development	Growth	Sustainability
<ul style="list-style-type: none"> <li>• Academy mission and vision statement exist, but may not focus on success for all students.</li> <li>• Program is beginning to analyze data and develop strategies to ensure all students succeed.</li> <li>• Team is beginning to work on instructional leadership.</li> <li>• Program accountability systems are in early stages of development.</li> </ul>	<ul style="list-style-type: none"> <li>• Academy is working on refining vision by engaging all stakeholders.</li> <li>• Program improvement seeks to close achievement gaps. Instructional leadership of Academy team is growing.</li> <li>• Clear standards and expectations are leading to accountability conversations.</li> </ul>	<ul style="list-style-type: none"> <li>• Academy has a shared vision of success for all students, which is supported by school and district leaders; staff, student, and parent accountability is clearly defined.</li> <li>• Academy staff use data to monitor and communicate progress towards the vision to all Academy stakeholders.</li> <li>• Academy staff continually assess the impact of their efforts on all populations of students, particularly those traditionally marginalized, such as English language learners and students with disabilities.</li> <li>• Academy uses strategic, systemic approaches to address both dropout prevention and dropout recovery for vulnerable student populations.</li> <li>• Academy staff work together as a professional learning community focused on student learning.</li> <li>• Academy team recruits, develops, and retains leaders with the accountability to implement the shared vision and prepare all youth for internships, college, career, and citizenship.</li> <li>• Academy leaders actively champion the Academy within the school and district, including staff and students, administrators, and parents.</li> </ul>
<p><b>Our Academy best fits in the following category:</b>   <input type="checkbox"/> Early Development   <input type="checkbox"/> Growth   <input type="checkbox"/> Sustainability</p> <p> <input type="checkbox"/> I could easily gather evidence to support this statement.  <input type="checkbox"/> I could gather some evidence to support this statement but would need to talk to an administrator and other staff.  <input type="checkbox"/> I would have difficulty providing evidence to support this statement and don't know how to proceed.  <input type="checkbox"/> This statement is not applicable to my Academy.         </p>		

## FRAMEWORK ELEMENT V: Engaged Community and Youth

All facets of the community work together to articulate a shared vision for all high school–age youth and to establish a network of accountability that ensures progress towards achieving that shared vision.

SCHOOL-WIDE INDICATORS		
Early Development	Growth	Sustainability
<ul style="list-style-type: none"> <li>• School vision exists, but is not actively supported by all stakeholders.</li> <li>• Community partners and parents have a basic understanding of school goals and performance data.</li> <li>• School is beginning to reach out to traditionally marginalized groups.</li> <li>• A handful of students sit on school improvement groups.</li> <li>• Conversations about accountability have begun.</li> </ul>	<ul style="list-style-type: none"> <li>• A collaboratively developed vision helps focus school improvement efforts.</li> <li>• Community partners and parents have a solid understanding of school goals and know how they can help support student achievement.</li> <li>• Many students and community members have meaningful roles in school reform efforts.</li> <li>• A school-wide accountability plan has been developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Students, parents, and community leaders engage with school and district leaders to articulate a shared vision for all high school–age youth.</li> <li>• Parents and civic leaders share community data and concerns with school and district leaders and provide resources and partnerships to support the articulated vision.</li> <li>• School/district leaders are held accountable for allocating resources and establishing equitable policies ensuring all youth have access to quality resources.</li> <li>• School leaders are held accountable for communicating data on student outcomes.</li> <li>• School works explicitly to build community capacity – particularly within low-income, minority populations that have been traditionally marginalized in civic and school affairs – to assume meaningful roles in the school reform process.</li> <li>• School organizes and builds students’ capacity to exercise leadership and participate in decision-making that affects their schools and community.</li> <li>• School has a system to recruit, maintain, and develop an active advisory board of community supporters.</li> <li>• School advisory board has organizational systems in place that enable employer and community stakeholders to collaborate effectively as full partners.</li> <li>• School advisory board members provide support for school activities and staff development and actively champion the school within the community.</li> </ul>
<p><b>Our school best fits in the following category:</b>   <input type="checkbox"/> Early Development   <input type="checkbox"/> Growth   <input type="checkbox"/> Sustainability</p> <p><input type="checkbox"/> I could easily gather evidence to support this statement.  <input type="checkbox"/> I could gather some evidence to support this statement but would need to talk to an administrator and other staff.  <input type="checkbox"/> I would have difficulty providing evidence to support this statement and don’t know how to proceed.  <input type="checkbox"/> This statement is not applicable to my school.</p>		

ACADEMY INDICATORS		
Early Development	Growth	Sustainability
<ul style="list-style-type: none"> <li>• Program vision exists but needs broader input and support.</li> <li>• Employer partners and parents have a basic understanding of Academy goals and performance data.</li> <li>• Academy is beginning to reach out to traditionally marginalized groups.</li> <li>• A handful of students have official Academy leadership roles.</li> <li>• Conversations about accountability have begun.</li> </ul>	<ul style="list-style-type: none"> <li>• A collaboratively developed vision helps focus program improvement efforts.</li> <li>• Employer partners and parents have a solid understanding of Academy goals and know how they can help support students.</li> <li>• Many students and community members have meaningful Academy leadership roles.</li> <li>• An Academy accountability plan has been developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Academy leaders work with students, parents, and employer partners to articulate a shared vision for all Academy students.</li> <li>• Parents and employer and community partners share community data and concerns with Academy staff and provide resources and partnerships to support the articulated vision.</li> <li>• Academy leaders are held accountable for allocating resources and establishing policies ensuring all Academy students have access to quality resources, and are held accountable for communicating data on Academy student outcomes.</li> <li>• Academy works explicitly to have parents – particularly low-income, minority populations that have been traditionally marginalized in civic and school affairs – assume meaningful roles in the Academy design and implementation process.</li> <li>• Academy builds students’ capacity to exercise leadership and participate in decision-making that affect the program.</li> <li>• Academy has a system to recruit, maintain, and develop its advisory board and internship providers, and to maintain a sufficient supply of quality internships to meet student needs.</li> <li>• Academy advisory board has organizational systems in place that enable employer and community stakeholders to collaborate effectively as full partners.</li> <li>• Board members support Academy activities, staff development, and internship placements, and actively champion the Academy within the community.</li> </ul>
<p><b>Our Academy best fits in the following category:</b>   <input type="checkbox"/> Early Development   <input type="checkbox"/> Growth   <input type="checkbox"/> Sustainability</p> <p><input type="checkbox"/> I could easily gather evidence to support this statement.  <input type="checkbox"/> I could gather some evidence to support this statement but would need to talk to an administrator and other staff.  <input type="checkbox"/> I would have difficulty providing evidence to support this statement and don’t know how to proceed.  <input type="checkbox"/> This statement is not applicable to my Academy.</p>		

## FRAMEWORK ELEMENT VI: Integrated System of High Standards, Curriculum, Instruction, Assessments, and Supports

An integrated system of standards, curriculum, instruction, assessment, and supports mandates common expectations for all students; clearly communicates parameters for success in each successive year of school and for successful transition into postsecondary education and careers; and outlines how students will learn, be assessed, and receive support.

### SCHOOL-WIDE INDICATORS

Early Development	Growth	Sustainability
<ul style="list-style-type: none"> <li>School has begun to develop rigorous standards.</li> <li>Some courses use multiple measures and some students are learning to critique their own work.</li> <li>Student support systems are somewhat limited and do not yet align with system of standards and common assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Rigorous, aligned standards exist for most courses and skill areas.</li> <li>Many courses use multiple measures and students are learning to critique their own work.</li> <li>Student support systems are being expanded and aligned with system of standards and common assessments.</li> </ul>	<ul style="list-style-type: none"> <li>School has clear and rigorous standards aligned with curricula and entrance requirements for post-secondary education and careers; academic tracking has been eliminated.</li> <li>All courses regularly use multiple assessments, including performance-based measures (e.g., portfolios, public exhibitions, capstone projects), that align with standards.</li> <li>School conducts regular student assessment to provide an early indication of whether learning is taking place and to identify and address learning barriers.</li> <li>All teachers plan intended outcomes and assessment strategies before initiating a learning activity or project.</li> <li>School explicitly builds students' capacity to critique their own work and learning process.</li> <li>Accelerated learning opportunities are in place to help all students meet or exceed standards.</li> <li>Literacy instruction is integrated throughout the curriculum in a way that is tailored to student needs.</li> </ul>
<p>Our school best fits in the following category: <input type="checkbox"/> Early Development    <input type="checkbox"/> Growth    <input type="checkbox"/> Sustainability</p> <p> <input type="checkbox"/> I could easily gather evidence to support this statement.  <input type="checkbox"/> I could gather some evidence to support this statement but would need to talk to an administrator and other staff.  <input type="checkbox"/> I would have difficulty providing evidence to support this statement and don't know how to proceed.  <input type="checkbox"/> This statement is not applicable to my school.         </p>		

### ACADEMY INDICATORS

Early Development	Growth	Sustainability
<ul style="list-style-type: none"> <li>Academy has begun to develop rigorous standards</li> <li>Multiple measures are used on occasion. Some students are learning to critique their own work.</li> <li>Academy-based academic support strategies are in the planning stages.</li> </ul>	<ul style="list-style-type: none"> <li>Rigorous, aligned standards exist for key Academy courses.</li> <li>Multiple measures are often used.</li> <li>Many students are learning to critique their own work.</li> <li>Academy-based academic support systems are being piloted by Academy staff.</li> </ul>	<ul style="list-style-type: none"> <li>Academy has clear and rigorous standards aligned with curricula, internship criteria, and entrance requirements for post-secondary education and careers.</li> <li>Academy is open to all students in the school and actively recruits a student population that mirrors the entire school.</li> <li>All Academy courses regularly use multiple assessments, including performance-based measures (e.g., portfolios, public exhibitions, capstone projects), that align with standards.</li> <li>Academy conducts regular student assessment to provide an early indication of whether learning is taking place and to identify and address learning barriers.</li> <li>Academy teachers plan intended outcomes and assessment strategies before initiating a learning activity or project.</li> <li>Academy work explicitly builds students' capacity to critique their own work and learning process.</li> <li>Academy students can access accelerated learning opportunities to help them meet or exceed standards.</li> <li>Literacy instruction is integrated throughout Academy curriculum in a way that is tailored to student needs.</li> </ul>
<p>Our Academy best fits in the following category: <input type="checkbox"/> Early Development    <input type="checkbox"/> Growth    <input type="checkbox"/> Sustainability</p> <p> <input type="checkbox"/> I could easily gather evidence to support this statement.  <input type="checkbox"/> I could gather some evidence to support this statement but would need to talk to an administrator and other staff.  <input type="checkbox"/> I would have difficulty providing evidence to support this statement and don't know how to proceed.  <input type="checkbox"/> This statement is not applicable to my Academy.         </p>		

## School Environment

1. Please provide information about existing programs, Academies, small learning communities (SLCs), or magnets at your school.

	<i>How Many Exist?</i>	<i>Types of Themes</i>	<i>Grant Supported</i>	<i># of Students Per</i>	<i>Grades Served</i>	<i>Technical Assistance Provider</i>
Academies						
Magnets						
SLCs						
Other theme-based programs						

2. Please identify additional major programs/resources used in the school. Include the type of program, academic focus area(s), grant funding support, the number of participating students, and the grades served.

	<i>Type of Program</i>	<i>Academic Focus Area(s)</i>	<i>Grant/Funding Support</i>	<i>Number of Participating Students</i>	<i>Grades Served</i>

3. Please identify community and/or business partners currently working with your school or Academy.

- 
- 
- 
- 
- 
- 
- 
- 
- 
- 

4. Please identify current strategies used at your school to assist incoming 9<sup>th</sup> graders with the transition into senior high school.

- 
- 
- 
- 
- 
- 
- 
- 
- 
-