

**THE
CAREER
ACADEMIES
OF GOOSE CREEK CISD**



**DESIGN
MANUAL
2024-2025**

Career Academies of Goose Creek CISD

The National Standards of Practice, established by the National Career Academy Coalition (NCAC), are the guidelines and expectations of all GCCISD Career Academies. The National Standards of Practice can be found on the NCAC website (www.ncacinc.com).



NATIONAL STANDARDS OF PRACTICE

I. Defined Mission and Goals

The career academy has a written mission, goals, and benchmarks. These are developed, reviewed, available, and known by the administrators, teachers, students, parents, advisory board, and others involved in the academy. These include at least the following elements: connect postsecondary education and career; raise and maintain student aspirations; increase student achievement; show a commitment to equity.

II. Academy Design

An academy has a well-defined design within the high school, reflecting its status as a small learning community.

III. Host Community and High School

Career academies exist in a variety of district and high school contexts, which are important determinants of an academy's success.

IV. Faculty and Staff

Appropriate staff selection, leadership, credentialing, and cooperation are critical to an academy's success.

V. Professional Development and Continuous Learning

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.

VI. Governance and Leadership

The academy has a governing structure that incorporates the explicit roles of all stakeholders and the leaders of the advisory board.

VII. Teaching and Learning

The teaching and learning within an academy meet or exceed external standards and postsecondary entrance requirements while differing from a comprehensive high school by focusing learning around a career theme.

VIII. Employer, Post-Secondary Education, and Community Involvement

A career academy links high school to its host community and involves members of the employer, postsecondary education, and civic community in certain aspects of its operation.

IX. Student Assessment

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.

X. Sustainability

No new academy functions perfectly. Even well established and highly functioning 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. DEFINED MISSION AND GOALS

Each GCCISD career academy has a written definition of its mission, goals, and benchmarks that are developed and approved by its advisory board. Administrators, teachers, students, parents, advisory board, and others involved in the academy have easy access to them and they are posted in each classroom and posted in the academy classrooms. These documents include the following elements and more:

- a. Providing college and career connections
- b. Raising student aspirations and thereby increasing the level of students' motivation
- c. Dedication to improving student achievement of all students, not focusing on high achieving students only
- d. Commitment to equity and proportionate representation of students from all ethnic groups and special populations.
- e. Involvement of all stakeholders involved in the career academy

II. ACADEMY DESIGN

GCCISD career academies have a well-defined design within their high schools, reflecting its status as a small learning community within the larger campus. Below is the design type selected for each career academy:

ACADEMY	LOCATION	ACADEMY DESIGN
Advanced Automotive Academy	Stuart Career Tech HS	PTECH Wall-to-Wall
Agricultural Science Academy	Stuart Career Tech HS	PTECH Wall-to-Wall
Culinary Arts Academy	Stuart Career Tech HS	PTECH Wall-to-Wall
Career Academy of Future Educators	Ross S. Sterling HS	PTECH Pocket Academy
Digital Communications Academy	Stuart Career Tech HS	PTECH Wall-to-Wall
*Global Business Academy	Goose Creek Memorial HS	Pocket Academy
**Health Science Academy	Ross S. Sterling HS	PTECH Pocket Academy
Information Technology	Stuart Career Tech HS	PTECH Wall-to-Wall
Manufacturing & Industrial Maintenance Academy	Stuart Career Tech HS	PTECH Wall-to-Wall
*STEM-Engineering Academy	Robert E. Lee HS	PTECH Pocket Academy
*National Model Career Academy **National Model Career Academy with Distinction		

Design Expectations:

- a. Cross-grade articulation: Each GCCISD career academy incorporates all four-years of the high school experience into its 4-year plan. Teachers team to develop curriculum and instruction vertically and horizontally. Incoming 9th grade students have the opportunity to attend a summer bridge that introduces career exploration and the academy experience. Each academy has a clear program of study that includes a definitive course sequence based upon the templates below:

REGULAR LEVEL STUDENTS (sequences may vary based upon academy, minimum of 3 core integrated academic disciplines based upon career theme alignment)

	9 TH	10 TH	11 TH	12 TH
ELA	English I	English II	English III	English IV
MATH	Algebra I	Geometry	Algebra II	Pre-Cal
SCIENCE	Biology	Chemistry	Physics / Principles of Technology	Advanced Science
SOCIAL STUDIES	World Geography	World History	U.S. History	Government/ Economics

OTHER GRAD REQUIREMENTS	Foreign Language I	Foreign Language II	Fine Art	
ACADEMY ELECTIVE	Academy Coherent Sequence I	Academy Coherent Sequence I	Academy Coherent Sequence I	Academy Coherent Sequence I
OTHER GRAD REQUIREMENTS	Physical Education	Elective	Elective	
ELECTIVE	AVID	Elective	Elective	Elective

ADVANCED LEVEL STUDENTS (Core Complete)

	9 TH	10 TH	11 TH	12 TH
ELA	English I Honors	English II Honors	AP English III	AP English IV ENGL 1301/1302
MATH	Geometry Honors	Algebra II	Pre-Cal	MATH 1314 / 2412
SCIENCE	Biology Honors	Chemistry Honors	AP Physics	Advanced Science
SOCIAL STUDIES	AP Human Geography	World History Honors	AP U.S. History or HIST 1301/1302	AP Government or GOVT 2305 / 2306
OTHER GRAD REQUIREMENTS	BCIS 1305 / Elective	Foreign Language I	Foreign Language II	ARTS MUSI 1306 or DRAM 1310
ACADEMY ELECTIVE	Academy Coherent Sequence I	Academy Coherent Sequence I	Academy Coherent Sequence I	Academy Coherent Sequence I
OTHER GRAD REQUIREMENTS	Physical Education	KINE 1304	Elective	Economics
ELECTIVE	EDUC 1200/AVID	PSYC 2301/ SPCH 1315	BIOL 1406/ 1407	ENGL 23XX / Elective

- b. Entry into each academy is voluntary and the application is accessible to every student in the 8th grade.
- In order to maintain the smaller learning community that makes students in each of these High School Options successful, the number of students accepted into each High School Option is limited. Therefore, applicants may apply for their first choice, second choice and third choice among these High School Options in the application. All efforts will be made to match students to their first choice, however final decisions will be determined by the number of applicants for each High School Option. When more students apply for a High School Option than can be accommodated, a performance-blind, open-access lottery system will be used to select students.
 - Students and parents should very carefully review the information on each High School Option included in the High School Options Booklet, available on the GCCISD Career & Technical Education Web Page (www.gccisd.net/cte).
 - The application deadline is set to allow students and parents ample time to complete. Once the application is submitted, it can be edited until this deadline.

The recruitment/selection process is written and widely available.

- HS Options Booklet (English & Spanish)
- ParentSquare Communications
- Announcements at School
- District social media
- Recruitment activities for junior schools
- District College & Career Night

- Parent Nights/Academy Fairs/Lunch Visits

New students are provided with orientation to the academy based upon their own talents, aspirations, and interests. Parents or guardians participate in this process and approve of the choice made by their student.

- Parent Orientation meeting occurs between student notification and acceptance agreements due date.

Academy enrollment reflects the general high school population, including students with disabilities and English Language Learners.

- Blind-performance, open-access lottery
- Annual Demographic Review
- Preference in numbers to zoned students
- Transportation provided for non-zoned students

Academy Application Timeline

4-Stages

Recruitment	Application	Selection	Processing
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<u>Due Date</u>	<u>Time</u>	<u>Activity/Event</u>	<u>Person Responsible</u>	<u>Location</u>
May 7 & 8	9:00-2:00	7 th Grade HSO Recruitment Trips	CTE & Campus Staff	GCM, RSS, REL, SCTHS, Impact
Fall Semester	VARIES	CCR Sessions/Xello Activities	Junior School Staff	BJS, CBJ, EFGJS, GJS, HJS, HMJS
Sept. 10	10:00	Principal Meeting –HS/ JS Principals for Event Planning	CTE Assoc. Director, CTE Facilitator, Director CCR & Counseling	Admin
Sept. 18	9:00-2:00	JS Counselor & Diagnostician: HS Options Timeline Update	CTE Staff	SCTHS
Oct. 9	4:30-6:30 PM	Horace Mann JS HSO Parent Meeting	CTE Staff, Academy Ambassadors	HMJ
Oct. 21-25	9-2	8 th Grade Maritime & Logistics Tours	CTE & Campus Staff	REL, Lee College
Oct. 22	10:00-1:00	BJS HSO Lunch Visit	CTE Staff, Academy Ambassadors	BJS
Oct. 23	6:00-7:30 PM	College & Career Night	Guidance & Counseling, CTE	GCM
Oct. 24	5:00-6:30 PM	Highlands JS HSO Parent Meeting	CTE Staff, Impact, SCTHS	HJS
Nov. 1	9:00-2:00	Maritime MS Expo	CTE Staff, JS Staff	San Jacinto Jr College
Nov. 4	5:30-7:30 PM	Cedar Bayou JS HSO Parent Meeting	CTE Staff, JS Staff	CBJ
Nov. 6	5:30-6:30 PM	Gentry JS AVID Fair	JS Staff, CTE Staff, Academy Ambassadors	GJS
Nov. 18-21	9:00-2:00	7 th Grade Tours	CTE Staff, JS Staff, HS Staff	SCTHS/Impact
May 5-6	9:00-2:00	6 th Grade Tours	CTE Staff, JS Staff, HS Staff	GCM/RSS
JUNIOR SCHOOL COURSE SELECTION WINDOW (JAN. 8-31)				

Oct. 21	8 A.M.	Academy, IMPACT, SCTHS, Cosmetology, Logistics & Maritime Application Available	Organizer: CTE Staff	Junior Schools, Web Page
	Varies	Announcements Made at Junior Schools	JS Counselor	Junior Schools
?	9:15-10:15	Academies/Programs Presentation for 8 th graders	Organizer: CTE Staff	Point Alternative
TBD	8:30-9:30	Academies/CSME/IMPACT Presentation for 8 th graders	Organizer: CTE Staff	St. Joseph's
Oct. 21, Nov. 18, Dec. 2	5:00 PM	ParentSquare message to 8 th grade parents	CTE Staff/Communications	N/A
Oct.-Nov.	ALL DAY	Social Media Posts for all HS Options	Organizer: CTE Staff/Communications	N/A
Oct. 23	6:00-7:00 PM	Open lab night for application support	CTE Staff/ Impact	GCM
Dec. 2	11:59 P.M.	Applications deadline	Students	Online
Nov.		Spanish HS Options Books posted on district website	CTE Staff/Communications	N/A
STUDENT SELECTION				
Dec. 4	8:00 AM	1 st Choice Lotteries, Review Student Applications & determine placement	IMPACT & SCTHS Principals, CTE Staff	SCTHS
Dec. 5	2:00 PM	Mtg. to organize disbursement of letters to students @ junior schools	HS Options Team Leaders	CAB
Dec. 6	8:30 AM	Notification letters delivered to JS counselors	HS Options Team Leaders	Respective Junior Schools
Dec. 9-10	6:00-7:00 PM	Evening Parent Meeting/Team Building activity to welcome Academy students; Intra-District Agreement for Transfer Students completed. (All academies & cosmetology)	CTE Specialists/Campus Staff	@ Academy Campus/Impact
Dec. 13		Special Program List to Sped & 504	CTE Staff	N/A
Dec. 12	5 P.M.	Decision Agreement & Transfer forms from Students Due to JS counselor	Students	JS Campuses
Dec. 13	8:00-10:00/2:00	Pick up Decision Agreement & Transfer forms from JS counselor/Sort	CTE Staff	JS Campuses/Robotics Center
Jan. 8		2nd round application opens on web site	CTE Academies Specialist	CAB
ENROLLMENT PROCESS				
Dec. 18		All "Next Campus" changes due to PEIMS department	CTE Staff, SCTHS & Impact principals	CAB
Jan. 10		All "Next Campus" changes completed	PEIMS Office & JS Registrars	In TEAMS

Jan. 8 & update as needed		Waitlist & 2 nd Round applicants selected 1 st come/1 st served for any openings based upon the categories where opening occur (@ risk, zoned high school, etc.)	Lead for each HS Option	
Mar. 7		Course Selection Sheets for academy students at main campuses changed to "AC" core classes and 9 th academy CTE course.	Academy Specialists with grade level Counselor	Respective Campuses
Jan. 21– Jul. 31		Upload the Main Campus student's transfer agreement S:\Student Services\CTE Academy Students folder; update as necessary with additions/deletions.	CTE Specialists	S:\Student Services\CTE Academy Students
Sept.		STUDENT CODING IN TEAMS: ECHS, P-TECH & T-STEM	Lead for each HS Option	TEAMS
Sept.		All Academy students coded "AC" under district programs.	CTE Specialists, SCTHS	TEAMS/ District Programs

- c. GCCISD Academy classes consist of cohorted academy students who take a series of classes together each year. The academy students are enrolled in a minimum of four classes (50%) with their cohort unless they choose electives that interfere with the cohorted classes. Cohorted class sections have at least 80% academy students, non-academy students may be placed in these sections only, if necessary, not to exceed 20% of class enrollment. To assist in master scheduling, academy course numbers are created for cohorting.

CAREER ACADEMY COURSES

ELA		SOCIAL STUDIES		MATH		SCIENCE	
Course #	Description	Course #	Description	Course #	Description	Course #	Description
04113	English I HONORS AC	03701	World Geography HONORS AC	05101	Algebra I HONORS AC	08501	Biology HONORS AC
04122	English I AC	03702	World Geography AC	05102	Algebra I AC	08502	Biology AC
04221	English II HONORS AC	03312	World History AC	05301	Geometry HONORS AC	08621	Chemistry HONORS AC
04222	English II AC	03301	World History HONORS AC	05302	Geometry AC	08622	Chemistry AC
04322	English III AC	03202	US History AC	05361	Algebra 2 HONORS AC	08722	Physics AC
04341	AP ENG 3 AC	03201	AP US History AC	05362	Algebra 2 AC	08721	Physics HONORS AC
ENGL 1301 3AC	COL-ENG 3A AC	03404	Government AC	05765	PRE-CAL HONORS AC	08764	AP Biology AC
ENGL 1302 3AC	COL-ENG 3B AC	03801	Economics AC	05752	Pre-Calculus AC	08755	AP PHYSICS 1 AC
04421	English 4 AC	HIST 1301	US History A				
04443	AP English 4 AC	HIST 1302	US History B				
ENGL 1301 4AC	COL-ENG 4A AC						
ENGL 1302 4AC	COL-ENG 4B AC						
HEALTH SCIENCE		ENGINEERING		BUSINESS		EDUCATION	
Course #	Description	Course #	Description	Course #	Description	Course #	Description
H09841	Principles of BioMedical AC	H09762	PLTW-EngSci AC	H09724	PRIN B/M/F AC	AC 19748	Principles of Education & Training
H09793	Human Body Systems AC	H09878	INT ENGR DES AC	H19740	Money Matters AC	AC 09748	Child Development
H09773	MEDINT AC	H09798	PLTW-EnvSust AC	H19002	Banking and Financial Services AC	AC 09737	Instructional Practices
H09796	PLTW-BioMed AC	H09768	EDD AC	19735	Sports and Entertainment Marketing AC	AC 09738	Practicum in Education & Training
AC 08833	ANAT&PHYS AC	H19778	Eng Wld EDPS AC	19735	Business Law AC	AC 09736	Practicum in E&T (2 nd time taken)
AC 19003	PrinHlth SCI AC	H09735	PLTW Digital Elec	19733	Practicum in Business Management AC	OTHER	
19742	Medical Terminology	09940	Prin of Applied Eng	H19732	Business Management AC	AC 08113	AVID I AC
AC 09742	HS Theory AC	09777	AC/DC Electronics	09731	Business Information Management	AC 08123	AVID II AC
AC 29003	HST&Clinical AC	09779	Robotics I			AC 08133	AVID III AC
H09743	CCMA PRAC HS AC	19779	Robotics II			AC 08143	AVID IV AC
AC 19743	CNA Prac HS AC						
H29743	Pharmacy Tech		***Stuart Career Tech High School academy courses vary based on Higher Education Partner requirements.				

- d. As much as possible, both academic and career and technical education (CTE) academy classrooms are near each other in the high school building. All rooms allow for flexible configurations required by project-based learning. The following construction projects have taken place or are planned to facilitate both proximity and flexibility:

Funding Source	Campus	Project
2013 BOND	REL	PLTW Engineering labs centrally located
		Robotics Lab created and connected to construction lab
	RSS	Biomedical/ Anatomy & Physiology labs renovated from drafting and construction space
	SCTHS	Academic Hallway built/Principles of Tech Lab
	District	C N A & Pharmacy Tech Lab
2019 GENERAL FUND	REL	Robotics Lab Improvements
	RSS	C N A Lab moved from SCTHS to RSS
2019 BOND	RSS	Annex building renovated to house CAFÉ and HSA: Pharm Tech, CNA, CMA, EMT & Teaching Lab.
	SCTHS	Academic Expansion in West Building, Vet Assistant Lab, Welding Lab relocation; Transportation Complex
		New Administration, Digital Communications, and Information Technology facilities (Phase 4)
2020 GENERAL FUND	REL	Renovation of Instrumentation Lab

- e. To maintain the small size and supportive atmosphere, GCCISD limits enrollment in career academies. Annually, the District Design Team (district and campus administrators) collaborate to determine the best way to manage growth in order to maintain the personalization through limited size:

- 100 Student Per Grade Level
 - 2024: 60 Zoned 20 Transferred from each campus
 - 2023: 60 Zoned 20 Transferred from each campus
 - 2022: 60 Zoned 20 Transferred from each campus
 - 2021: 60 Zoned 20 Transferred from each campus
 - 2020: 60 Zoned 20 Transferred from each campus
 - 2019: 60 Zoned 20 Transferred from each campus
 - 2018: 70 Zoned 15 Transferred from each campus
 - 2017: 70 Zoned 15 Transferred from each campus
 - 2016: 70 Zoned 15 Transferred from each campus
 - 2015: 70 Zoned 7-8 Transferred from each campus

Stuart Career Tech High School is a wall-to-wall campus with enrollment numbers based on institute of higher education partner requirements.

The counseling team on each main campus works with the pocket academy to support the small learning environment.

f. Academy design planning

There is ample opportunity for the academy staff, advisory board, and others to plan the academy together.

Academy Professional Learning Communities meet based on each campus schedule. Typically, once per week is designated for grade level career academy PLC, with one week per grading period designated for the full academy team to collaborate.

Each semester, professional development time for academy instruction is planned that includes collaboration time for unit and lesson development.

III. HOST COMMUNITY AND HIGH SCHOOL

The Career Academies of Goose Creek CISD exist in a variety of district and high school contexts:

- Pocket career academies on traditional high school campuses
- Wall-to-Wall academies following the Texas PTECH blueprint

Criteria

- a. The GCCISD Board of Education and Superintendent and the executive council support the Career Academies of Goose Creek CISD. They are an integral part of the high school improvement strategy for the district and school choice options. They all
- publicly endorse the academy,
 - serve as academy liaisons to the broader community
 - encourage and support coordination of academies across the district.

Members of the Executive Council are invited to join the advisory board of a career academy to provide input from each administrative level.

CAREER ACADEMY SUPPORT TEAM 2024-2025			
ACADEMY NAME	LOCATION	CTE Specialist	EXECUTIVE COUNCIL "SUPPORTER"
Advanced Automotive Academy	SCTHS	Leia Miller	Dr. Randal O'Brien, Susan Jackson, Kevin Foxworth
Agriculture Science Academy	SCTHS	Jennifer Guillory	Dr. Randal O'Brien, Susan Jackson, Kevin Foxworth
Career Academy for Future Educators	RSS	Jade Cox	Dr. Randal O'Brien, Susan Jackson, Kevin Foxworth
Culinary Arts Academy	SCTHS	Leia Miller	Dr. Randal O'Brien, Susan Jackson, Kevin Foxworth
Digital Communications Academy	SCTHS	Jennifer Guillory	Dr. Randal O'Brien, Susan Jackson, Kevin Foxworth
Global Business Academy	GCM	Sara Malloy	Dr. Randal O'Brien, Susan Jackson, Kevin Foxworth
Health Science Academy	RSS	Jade Cox	Dr. Randal O'Brien, Susan Jackson, Kevin Foxworth
Information Technology Academy	SCTHS	Leia Miller	Dr. Randal O'Brien, Susan Jackson, Kevin Foxworth

Manufacturing & Industrial Maintenance Academy	SCTHS	Jennifer Guillory	Dr. Randal O'Brien, Susan Jackson, Kevin Foxworth
STEM-Engineering Academy	REL	Sara Malloy	Dr. Randal O'Brien, Susan Jackson, Kevin Foxworth

- b. The high school principal is the ultimate leader of the academy. It is their role to ensure that the vision of the academy aligns with the vision of their campus and that all stakeholders embrace that vision. The career academy should be part of the annual campus plan and ensure that staffing and master scheduling is done with the national standards of practice in mind.
- c. Adequate funding, facilities, equipment, and materials are supported primarily through the Career & Technical Education department and the district. High school administrative support results in appropriate academy scheduling, adequate academy funding, facilities, equipment, and learning materials. Support also advances opportunities for student internships, dual credit, career and technical training including industry-based certifications. These reflect a serious commitment from the community, district, and high schools to the success of the academy.
- 2019: additional CTE funding for instructional supplies
 - 2020 and beyond: \$10/student additional CTE funding
 - \$1,000 Additional Travel
 - CTE labs renovations:
 - 2020: Conversion of construction lab to Instrumentation Lab (STEM Academy)
 - 2020: Addition of PAE course with all Pitsco Materials and storage cabinets (STEM Academy)
 - 2020: Wall wraps @ Global Business Academy
 - 2022: Addition of welding booths @ Manufacturing & Industrial Maintenance Academy
 - PLTW and Kaduceus “packages” purchased to begin each level course
 - Annual needs assessment occurs, and equipment and supplies are purchased

IV. Faculty and Staff

Appropriate staff selection, leadership, credentialing, and cooperation are critical to an academy’s success.

Criteria

- a. Teacher Leader(s)/Coordinators
 One teacher (sometimes two) and a dedicated school administrator take the lead, serving as the Academy Coordinators. They attend advisory board meetings, interact with school administrators and board members, manage the budget, help to coordinate teacher professional development, and coordinate employer, higher education, and parental involvement.

Pocket Academy: CTE Specialist and Academy Administrator

Stuart Career Tech HS PTECH: Principal and Assistant Principal

b. Academy staff

Academy staff are credentialed in their field, work in the academy, and are committed to its mission and goals. Since a career academy's success rests on good teaching and teamwork among a cross disciplinary group of staff, 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, and teach a majority of their classes in the academy. The academy staff design instruction and curriculum around a career theme and cooperatively share the duties of operating the academy.

All teachers must be certified in the areas approved by TEA to teach each course unless hired under the District of Innovation plan or TAC 21.055 (local certification option).

https://www.gccisd.net/upload/template/0025/docs/DOIPlan_update.pdf

c. Support from the counselors, non-academy teachers, and classified staff

Counselors are members of the academy team, are well versed in the theme of their dedicated academy and are experts in supporting post-secondary and career opportunities within the academy theme. They understand the need for cohort scheduling and ensure academy students are scheduled appropriately. Non-academy staff are also important to its operation. They understand the value of the academy and help in recruiting students for the academy and providing departmental support. Classified staff help support the academy facilities, equipment, and learning materials. A grade level counselor is assigned to each student to maintain continuity; Lead Counselor and/or College & Career Readiness counselor supports academy.

V. Professional Development and Continuous Learning

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.

Criteria

a. Common planning time

The site administrator ensures that academy staff are provided common planning time within the high school schedule for purposes of program coordination, curricular integration, business involvement, and resolution of student challenges.

- Professional Learning Communities model
- Common planning time is based upon EOC subject areas
- Academy planning time set during teacher workday before or after school

b. Professional development

Experts from outside the high school provide academy staff (administrators, teachers, counselors, media specialists, etc.) with training in the academy structure, project-based learning, performance assessment, curricular integration, student support, and employer involvement.

October 2013:	NCAC National Conference	CTE Director, CTE Specialists
April 2014:	Nashville Academies Visit	CTE Director, CTE Specialists

September 2014	Academies 101 Training (NCAC)	1 st Year Academy Teachers, CTE Specialists, CTE Staff
October 2015:	Nashville Academies Visit	Superintendent, Assistant Superintendent for C&I, Area Executive Director, CTE Director, CTE Coordinator, Board Member, New CTE Specialist
May 2015	Project-Based Learning (CORD)	1 st & 2 nd Year Academy Teachers, CTE Specialists, CTE Staff
January 2016	CAMPUS BASED PLC FOR ACADEMY TEACHERS-Interdisciplinary Planning	All Career Academy Teachers
September 7-8, 2016	Academy 201 Training by NCAC	Teachers & CTE Staff
November 7-9, 2016	NCAC National Conference	Academy Specialists & CTE Director
January 25, 2017	PBL Training (TOT-Alesha Tate) & Worktime	Academy Teachers and CTE Staff
May 14-17, 2017	PBL Workshop (Manor New Tech HS)	Select Academy Teams
August 16-18, 2017	Back-to-School Academy: PBL Model	All Academy Teachers
August	CTE Job Shadowing	CTE Teachers
August 6-7, 2019	Standards-Based Interdisciplinary Planning (NCAC)	Team from each academy
August 21, 2018	Academy 101 (Connie Maijka)	SCTHS Academy Teachers
September 11, 2018	Academy 101(Connie Maijka)	Health Science, STEM & Global Business Teachers
September 12, 2018	Career Academy Interdisciplinary Team Workshop	Health Science, STEM & Global Business Teachers
November 5-7, 2018	NCAC National Conference (Houston)	Select Academy Teachers
May 22, 2019	NCAC Master Scheduling (Dr. Kelley Henderson)	CTE Specialists, Deans, Principals, Counselors, & Schedulers (Data Entry Clerks)
July 15-19, 2019	Career & Technical Administrators of Texas Summer Conference	CTE Director, CTE Coordinator, 4 CTE teachers, SCTHS Principal
August 7, 2019	Professional Learning Communities for All: Solutions for Singletons (Solution Tree)	All CTE teachers
August 8, 2019	Moody Gardens Job Shadowing	All CTE Teachers
Sept. 9-11& Nov. 18-20, 2019, Feb. 4-6, April 22-23 &	Project-based Learning through Research Triangle International (RTI)	CTE Staff 9 th Grade Teacher Cohort 20 teachers: 4 per pocket academy 2 per wall-to-wall academy @SCTHS

May 21, 2020		
Nov. 11-13, 2019	NCAC National Conference	Deputy Superintendent C&I, CTE Staff, Academy Specialists, 4 admin/teachers per model academy being recognized: 2 per academy other
March 5-6, 2020	Dubiski Insight Onsite	3 per academy: 1 admin, 1 academic teacher & 1 CTE teacher
July 15-16, 2020	Project-based Learning through Research Triangle International (RTI)	CTE Staff 10 th Grade Teacher Cohort 20 teachers: (Virtual)
November 16-18, 2020	NCAC National Conference-Virtual	Deputy Superintendent, CTE Staff, Academy Specialists, Academy admin/teachers
November 19, 2020, December 17, 2020, February 18, 2021, March 18, 2021, April 15, 2021, May 28, 2021	NCAC Community of Practice-Instructional Coaching (Nathan Lang-Raad)	CTE Staff
January 20-21, 2021	Project-based Learning through Research Triangle International (RTI)	CTE Staff 10 th Grade Teacher Cohort 20 teachers: (Virtual)
June 15-16, 2021	Ambassador Training-NCAC-Beverly Flatt	Students, CTE Academy Specialist, Coordinator & Academy Ambassador Sponsor
September 8, 2021	Academies 101	CTE Staff, Academy administrators and teachers
September 15, 2021-March 2, 2022	NCAC Academy Counselor Community of Practice-Nicole Cobb	RSS and SCTHS Academy Counselors
September 22-23, 2021, November 8-9, 2021, March 2-3, 2022, April 19-20, 2022	Project-based Learning through Research Triangle International (RTI)-Cohort 3	CTE Staff 11 th Grade Teacher Cohort 20 teachers: 5 per campus Sept.-Virtual Nov.-Onsite Mar.-Onsite Apr.-Onsite

November 15-17, 2021	NCAC National Conference (Orlando)	Select Academy Teachers, administrators, counselors, CTE Staff and district administrator
April 6, 2022	Academies 101 Refresh with Lee HS (STEM AC)	CTE Staff, Campus and Academy administrators
June 1-2, 2022	Ambassador Training-NCAC-Beverly Flatt	Students, CTE Academy Specialist, Coordinator, Director & Academy Ambassador Sponsor
September 2022	Academies 101 (Campus based)	CTE Staff, Academy administrators and teachers
September 8 & 26, 2022	NCAC-Project Based Unit Planning	RSS Health Science & Career Academy of Future Educators CTE Specialist and teachers
September 27-28, 2022, October 27-28, 2022, January 24-25, 2023, April 11-12, 2023	Project-based Learning through Research Triangle International (RTI)- Cohort 4	CTE Staff 12 th Grade Teacher Cohort 20 teachers: 4 per campus Sept.-Onsite Oct.-Onsite Jan.-Onsite Apr.-Onsite
November 14-16, 2022	NCAC National Conference (Atlanta)	Select Academy Teachers, administrators, counselors, CTE Staff and district administrator
June 1, 2023	Ambassador Training-NCAC-Jessie Lumpkins	Students, CTE Academy Specialist, Coordinator, Director & Academy Ambassador Sponsor
June 6-7, 2023	PLC's and High-Performance Teams- NCAC-Fawn Gernstein	RSS Health Science & Career Academy of Future Educators CTE Specialist and teachers
September 26-27, 2023, October 31- November 1, 2023, January 23-24, 2024, March 20-21, 2024	Project-based Learning through Research Triangle International (RTI)- Cohort 5	CTE Staff Academy Teacher Cohort 20 teachers: 5per campus Sept.-Onsite Oct.-Onsite Jan.-Onsite Mar.-Onsite
November 13-15, 2023	NCAC National Conference (Tucson)	Select Academy Teachers, administrators, counselors, CTE Staff, and district administrator

c. Volunteer and parent orientation

Business, community, and post-secondary volunteers are adequately prepared for their roles as speakers, field experiences hosts, mentors, internship supervisors, etc. Parents are adequately prepared

for their involvement, (if any), as classroom aides, field experience chaperones, social event organizers, and exhibition judges.

- Parent Meeting following disbursement of acceptance letters
- Volunteer training informal based upon activity
- Health Science formal agreements to cover HIPPA training
- Individual business partner meetings for work-based learning experiences

VI. Governance and Leadership

The academy has a governing structure that incorporates the explicit roles of all stakeholders and the leaders of the advisory board.

Criteria

a. Network of support

The academy is connected to an advisory board at the school level or the district level and has members from the district and high school administration, academy staff, employers, and post-secondary education. It may also include community representatives, academy parents, and students. The board incorporates viewpoints from all members. All educators participating on the board may or may not be voting members of the board.

b. District Design Team:

Deputy Superintendent of Administrative Services	PTECH High School Principals
Director of Career & Technical Education	CTE Staff
Comprehensive High School Principals	

c. Regular meetings

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

- Quarterly meetings with subcommittees as necessary

	Monday	Tuesday	Wednesday	Thursday
1	MANUFACTURING		New CTE Teacher Meetings	LEADERSHIP TEAM MEETING
2	CAFÉ		TRANSPORTATION	INFORMATION TECHNOLOGY
3	DIGITAL COMMUNICATIONS	GLOBAL BUSINESS	AGRICULTURAL SCIENCE	
4	Ag Council	HEALTH SCIENCE	STEM	CULINARY

d. A healthy partnership

Through both the advisory board and other interactions, there is evidence of a partnership between the academy/high school and its host community that recognizes both employers and the school district's short- and long-term needs. Evidence exists that the advisory board is engaged and exhibits as much ownership of the academy as the staff does. There needs to be a set of by-laws or a memorandum of understanding (MOU) that clearly defines all roles.

- By-Laws to be set by Advisory Board
- MOUs required for all Health Science Placements

e. A student voice

Students have avenues through which they can provide input to the academy policies and practices, thus providing opportunities for student leadership such as through Career and Technical Student Organizations (CTSOs).

- CTSOs, including HOSA, FIRST Robotics, Skills USA, FBLA, TSA, FFA, TAFE, FCCLA
- National Technical Honor Society

VII. Teaching and Learning

The teaching and learning within an academy meet or exceed external standards and college entrance requirements while differing from a comprehensive high school by focusing learning on a theme.

Criteria

a. External standards

The academic curriculum is framed around national standards or adopted state standards. The career and post-secondary curriculum is framed around national, state, post-secondary, the Common Career Technical Core and/or career readiness standards.

- Texas Essential Knowledge and Skills
- College Board Advanced Placement
- Project Lead the Way (STEM & Biomedical)
- MBA High School of Business (Global Business)
- Lee College Dual Technical Credit (Culinary, Automotive Tech, Manufacturing & Industrial Maintenance)
- Lee College Academic Dual Credit (ALL)
- Lamar Institute of Technology CTE Dual Credit (Auto Collision, Diesel Technician, Emergency Medical Technician)
- Houston Community College (Digital Communications)

b. Rigorous learning

Coursework reaches high levels of English and mathematics, generally four years of each, in addition to substantial coursework in science and social studies. All graduates are qualified to attend a full range of post-secondary education options without the need for remediation because they have mastered curriculum that meets college entrance requirements.

	Foundation High School Program	Add'l Endorsement Requirements	Add'l GCCISD requirements	Total Credits
--	--------------------------------	--------------------------------	---------------------------	---------------

English	4 credits	--	--	4 credits
Math	3 credits	+1 credit	--	4 credits
Science	3 credits	+1 credit	--	4 credits
Social Studies	3 credits	--	--	3 credits
Languages other than English	2 credits	--	--	2 credits
Physical Education	1 credit	--	½ credit Health	1 credit
Fine Arts	1 credit	--		1 credit
Electives	5 credits	+2 credits (including 4 in a coherent sequence)		7 credits

c. Sequenced, integrated, and relevant curriculum

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 illustrates applications of academic subjects outside the classroom, incorporates current technology and 21st Century Skills, and includes authentic project-based learning.

- See 4 Year Plans in NSOP 2a.
- See Framework for CTE Learning Strategies

d. Post-secondary planning

Students have access to career and post-secondary information, are provided guidance and advisement in these areas, and begin a written post-graduate plan during their sophomore year, which will be reviewed and refined each semester. The plans begin with goals that each student sets, which become an ongoing personalized learning plan. Progress on this plan is reviewed by the student as well as parents/guardians, counselors, and advisors.

- Grade level counselor ensures students complete the correct courses based upon their goals.
- College & Career Readiness counselor tracks college readiness (SAT, ACT, TSIA, AP)
- CTE curriculum includes 4-Year Plan strategies, Career Planning, and College Planning; See Framework for CTE Learning Strategies
- Eduthings
- Xello

e. Dual credit options

Options for post-secondary credit exist in a variety of ways and may include articulation agreements, dual credit and/or college credit for upper classmen, concurrent credit, transcribed credit, AP, AICE and IB credit. The academy articulates its upper-level curriculum with relevant post-secondary programs.

*Refer to Goose Creek CISD Educational Planning Guide for current offerings:

<https://www.gccisd.net/upload/page/0668/docs/2023-2024%20Educational%20Planning%20Guide.pdf>

*Students should meet with an advisor at Lee College or consult the Lee College Catalog to determine which courses should be taken.

f. Development of a portfolio.

The student portfolio is created and sustained throughout the academy experience.

1. Portfolios: Bulb Digital Portfolios in addition to organizational requirements (i.e., TAFE, HOSA, etc.)

g. Participation in a capstone project.

The senior year capstone project is reflective of the academy in which the student is participating.

1. Capstone Projects shall include a presentation of research/findings to a review panel of professionals.

VIII. Employer, Post-Secondary Education, and Community Involvement

A career academy links high school to its host community and involves members of the employer, postsecondary education, and civic community in certain aspects of its operation.

Criteria

a. Local industry/economic needs

The academy career field is selected to align with the economic and workforce development needs of the community and the state. This will ensure that there is adequate preparation of the future workforce and that there are sufficient opportunities for persons currently in this field to be engaged with the academy.

- All academies shall address occupations that are:
 - On the Gulf Coast Targeted Occupations List
 - Have a demonstrated student interest

b. Community involvement

Representatives of employers, post-secondary education, and the community help to guide the academy's curriculum, and provide experiential components such as guest speakers, real-world projects, field experience sites, shadowing opportunities, mentors, student internships, community service opportunities, college, and other post-secondary education tours, as well as teacher externships.

c. Citizenship

The academy fosters a culture of respect for others regardless of background and encourages student contributions as global citizens.

d. Work-based learning

The academy offers work-based learning opportunities for all interested students either through internships, community service, or other community-based work programs that the advisory board and the school district planning team determine are the best approach for that academy and community.

IX. Student Assessment

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.

Criteria

a. Student data

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

- Academy & Campus Student Data Collected & Reviewed

b. Multiple academic measures

Measures include a variety of accepted indicators of performance (e.g., attendance, retention, credits, grade point averages, state test scores, graduation rates, college going rates) as well as rubric-based assessments on performance tasks. Multiple measures need to be aligned to approved state standards and longitudinal data are collected.

- EOC Data; SAT/ACT Data; PLTW Data; TSIA
- Precision Exam Data

c. Technical learning

Measures include knowledge of the field’s terminology, technical concepts, and ability to apply academic skills to authentic real-world projects. Where appropriate, industry recognized credentials, certifications or licenses are incorporated.

2022-2024 State Approved A-F Industry Based Certifications offered in GCCISD	
<u>IBC Title</u>	<u>Program of Study Title</u>
Intuit QuickBooks Certified User	Accounting and Financial Services
Microsoft Office Specialist Excel	Accounting and Financial Services
Microsoft Office Specialist: Microsoft Access Expert (Access 2019)	Accounting and Financial Services
Microsoft Office Specialist: Microsoft Excel Expert (Excel 2019)	Accounting and Financial Services
Microsoft Office Specialist Excel	Agribusiness
Microsoft Office Specialist: Microsoft Excel Expert (Excel 2019)	Agribusiness
Certified Veterinary Assistant, Level 1	Animal Science
Elanco Fundamentals of Animal Science Certification	Animal Science
Elanco Veterinary Medical Applications Certification	Animal Science
Equine Management & Evaluation Certification	Animal Science

AWS D1.1 Structural Steel	Applied Agricultural Engineering
AWS D9.1 Sheet Metal Welding	Applied Agricultural Engineering
NCCER Core	Applied Agricultural Engineering
OSHA 30 Hour General	Applied Agricultural Engineering
ASE Entry Level Automobile Maintenance and Light Repair (MR)	Automotive
ASE Entry-Level Automobile Brakes (BR)	Automotive
ASE Entry-Level Automobile Electronic/Electrical Systems (EE)	Automotive
ASE Entry-Level Automobile Engine Performance (EP)	Automotive
ASE Entry-Level Automobile Engine Repair (ER)	Automotive
ASE Entry-Level Automobile Heating and Air Conditioning (AC)	Automotive
ASE Entry-Level Automobile Manual Drive Train and Axles (MD)	Automotive
ASE Entry-Level Automobile Service Technology	Automotive
ASE Entry-Level Automobile Suspension and Steering (SS)	Automotive
ASE Entry-Level Collision Non-Structural Analysis and Damage Repair (SR)	Automotive
ASE Entry-Level Collision Painting and Refinishing (PR)	Automotive
ASE Refrigerant Recovery and Recycling	Automotive
Microsoft Office Specialist 2016 Master	Business Management
Microsoft Office Specialist Excel	Business Management
Microsoft Office Specialist Word	Business Management
Microsoft Office Specialist: Microsoft Access Expert (Access 2019)	Business Management
Microsoft Office Specialist: Microsoft Excel Expert (Excel 2019)	Business Management
Microsoft Office Specialist: Microsoft Word Expert (Word 2019)	Business Management
NCCER Core	Carpentry
OSHA 30 Hour Construction	Carpentry
OSHA 30 Hour General	Carpentry
Cosmetology Operator License	Cosmetology and Personal Care Services
ServSafe Manager	Culinary Arts
ASE Entry Level Automobile Maintenance and Light Repair (MR)	Diesel and Heavy Equipment
ASE Entry-Level Automobile Engine Performance (EP)	Diesel and Heavy Equipment
ASE Entry-Level Automobile Engine Repair (ER)	Diesel and Heavy Equipment
ASE Entry-Level Collision Non-Structural Analysis and Damage Repair (SR)	Diesel and Heavy Equipment
ASE Entry-Level Collision Painting and Refinishing (PR)	Diesel and Heavy Equipment
ASE Refrigerant Recovery and Recycling	Diesel and Heavy Equipment
OSHA 30 Hour General	Diesel and Heavy Equipment
Adobe Certified Professional in Visual Design Using Adobe Photoshop	Digital Communications

Adobe Certified Professional in Graphic Design and Illustration Using Adobe Illustrator	Graphic Design and Multimedia Arts
Adobe Certified Professional in Visual Design Using Adobe Photoshop	Graphic Design and Multimedia Arts
Certified Clinical Medical Assistant	Healthcare Diagnostics
Certified EKG Technician	Healthcare Diagnostics
Emergency Medical Technician - Basic	Healthcare Diagnostics
Phlebotomy Technician	Healthcare Diagnostics
Certified Clinical Medical Assistant	Healthcare Therapeutic
Certified EKG Technician	Healthcare Therapeutic
Certified Nurse Aide (CNA)	Healthcare Therapeutic
Emergency Medical Technician - Basic	Healthcare Therapeutic
Pharmacy Technician	Healthcare Therapeutic
Phlebotomy Technician	Healthcare Therapeutic
CompTIA A+ Certification	Information Technology Support and Services
OSHA 30 Hour General	Maritime
BASF Plant Science Certification	Plant Science
Principles of Floral Design Certification	Plant Science
Texas State Florist's Association Knowledge Based Floral Certification	Plant Science
NCCER Pipefitting Level I	Plumbing and Pipefitting
OSHA 30 Hour Construction	Plumbing and Pipefitting
OSHA 30 Hour General	Plumbing and Pipefitting
Educational Aide I	Teaching and Training
AWS D1.1 Structural Steel	Welding
AWS D9.1 Sheet Metal Welding	Welding
AWS SENSE Level 1: Entry Welder	Welding
NCCER Core	Welding
NCCER Welding Level I	Welding

d. Data analysis

Analysis of the data elements takes place at various settings to support student achievement.

e. Evidence of impact

These measures show whether, and how much, the academy improves student performance. Teacher teams use student assessment to evaluate the quality of the education provided in the career academy and to make improvements to curriculum, instruction, and program structures. A longitudinal study shows whether there are improved student outcomes in terms of reduced dropouts, increased academic success, career readiness preparation and greater entry into post-secondary education.

X. Sustainability

No new academy functions perfectly. Even well established and highly functioning academies benefit from self-examination and refinement. Ensuring and improving the quality of a career academy requires engaging in a regular cycle of improvement.

Criteria

a. Academy implementation

Program leaders regularly assess the academy's functionality, studying its strengths and weaknesses. This involves gathering feedback from key stakeholders, including students.

b. Academy refinements

Regular assessments generate plans to address any academy problems. Such plans include benchmarks for improvement that reflect on an academy's mission and goals.

- Campus Improvement Plans
- Goals reviewed annually by Advisory Board

Career and Technical Education

Public Notification of Nondiscrimination

Goose Creek Consolidated Independent School District offers career and technical education programs in Agriculture, Food & Natural Resources; Architecture & Construction; Arts, Audio Visual Technology & Communications; Business, Marketing & Finance; Education & Training; Energy; Health Science; Hospitality & Tourism; Human Services; Information Technology; Law & Public Service; Manufacturing; Science, Technology, Engineering & Math; and Transportation, Distribution & Logistics. Admission to these programs is based on student interest and space availability in GCCISD CTE programs.

It is the policy of GCCISD not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities and provides equal access to the Boy Scouts and other designated youth groups as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of GCCISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

GCCISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX Coordinator, Dr. Matthew Bolinger, Assistant Superintendent at (matthew.bolinger@gccisd.net), and/or the Section 504 Coordinator, Holli Pharis at (holli.pharis@gccisd.net), at 4544 I-10 East, Baytown, TX or call 281-420-4800.