



# Road to Model-Distinguished

Academy Quality & Planning Tool

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# Road to Model-Distinguished

## Overview

The Road to Model-Distinguished tool guides academy development along the progression from **Launching** (Launch Year) to **Developing** (open academies in years 2 & 3) to **Fully Implemented and beyond** (open academies with a graduated class).

Establishing essential learning conditions, experiences, resources, and supports needed to graduate students who are “Future Ready” is at the core of NAF academies’ pursuit of the Model-Distinguished Academy level. The Road to Distinguished tool – developed with academy leaders and teams in mind – prompts examination of data and practices that are tied to key indicators of academy quality and development.

## How to Use the Tool

Standards of Practice are foundational to academy design and implementation. The design of this tool is based on the **assumption** that academies pursuing Model-Distinguished status are **developing all facets of academy design as addressed in the Academy Assessment** and supported by data in the Data Center and NAFTrack Certification platform. In this tool, the highlighted strategic actions have designated **Model-Distinguished thresholds (♦)** and **quality review criteria (+)** associated with them. **1**

Academies progress along the developmental continuum - **LAUNCHING → DEVELOPING → FULLY**

**IMPLEMENTED → MODEL-DISTINGUISHED** **2** - using the **bolded questions** to prompt them to consider their competency level on each strategic action presented on left-hand side of the document. If the response is **Yes, academies move to the next phase of the continuum**, and if **No**, they use the **Questions to Guide Action Planning** **3** to direct planning and prompt actions needed to meet the thresholds or quality review criteria for the **designated strategic action**. **4**

	LAUNCHING	DEVELOPING	FULLY IMPLEMENTED	MODEL – DISTINGUISHED Thresholds ♦ Quality Review †	
<b>ELEMENT 2: ADVISORY BOARD</b>					
<b>STANDARDS OF PRACTICE</b>  <b>2.1</b> <b>MEMBERSHIP &amp; OPERATIONS</b> <b>Advisory Board (AB)</b> <b>Targets</b> AB has at least 10 members - 80% of the membership represents business, industry, civic, and post-secondary education  <b>Governing Documents</b>  <b>2.2</b> <b>SUPPORTS LEARNING</b>  <b>Work-Based Learning (WBL)</b>  <b>Teacher Professional Development &amp;</b>	<b>Does our Advisory Board membership meet the established targets? Does our Advisory Board membership meet the established targets?</b> <input type="checkbox"/> Yes, if Yes, move to next level >>> >>> <input type="checkbox"/> No, if No, use the questions below to guide planning		<input type="checkbox"/> Yes, if Yes, move to next level >>> <input type="checkbox"/> No, if No, use the questions below to guide planning		<input type="checkbox"/> Advisory board membership includes at least ten (10) members with a minimal 80% representing business, industry, civic, and postsecondary education leaders. ♦
	<b>Questions to Guide Action Planning</b> <b>3</b> <ul style="list-style-type: none"> <li><b>Data Check:</b> What is the % representation of the various sectors on the AB? How does it align with the developing needs of the academy?</li> <li>Is the AB membership list up-to-date with NAF? Have inactive members been removed?</li> <li>How are AB membership, recruitment and succession addressed in the AB bylaws?</li> <li>Are AB membership goals established annually during AB strategic planning sessions?</li> <li>How is the AB using student and academy data to inform planning?</li> </ul>		<b>Does the AB strategic plan reflect a commitment to increasing internships as the academy matures?</b> <input type="checkbox"/> Yes, if Yes, move to next level >>> >>> <input type="checkbox"/> No, if No, use the questions below to guide planning		<input type="checkbox"/> Advisory board meets on a regular basis and has established committees that directly support students and teachers. †
	<b>Does our AB align its planning and resources with academy’s WBL plan and the program of study?</b> <input type="checkbox"/> Yes, if Yes, move to next level >>> >>> <input type="checkbox"/> No, if No, use the questions below to guide planning		<input type="checkbox"/> Yes, if Yes, move to next level >>> >>> <input type="checkbox"/> No, if No, use the questions below to guide planning		<input type="checkbox"/> Advisory board members can articulate an understanding for their role in NAF’s mission †
	<b>Questions to Support Action Planning</b> <ul style="list-style-type: none"> <li>How is the AB working with academy teachers to plan instruction and support training?</li> </ul>		<b>Questions to Support Action Planning</b> <ul style="list-style-type: none"> <li><b>Data Check:</b> How many paid internships are needed over the next 3 years?</li> <li>How many paid internships are AB members planning to support?</li> </ul>		

NOTE Symbols

# Road to Model-Distinguished

STANDARDS OF PRACTICE	LEVELS OF ACADEMY IMPLEMENTATION			MODEL-DISTINGUISHED <i>Meet these Criteria</i> Thresholds ♦ Quality Review †
	LAUNCHING <i>Serving students in the academy's first year or Launch Year</i>	DEVELOPING <i>Serving NAF students for more than one year</i>	FULLY IMPLEMENTED <i>Serving NAF students for 2 or more years with students in all grade levels</i>	
<b>1.1</b>  <b>STUDENT RECRUITMENT &amp; ENROLLMENT</b>  <b>Fully Implemented Academy</b> A 2-year program (PL) enrolling students in grades 11-12; a 3-year program, with students in grades 10-12; a 4-year program, with students in grades 9-12) *  With <b>open, choice-based enrollment</b> the academy accepts students based on interest, not academic or disciplinary records  <b>Student Enrollment Threshold:</b> 200 (PL=4); 150 (PL=3); 100 (PL=2) with at least 20 students per grade level <u>or</u> 20% of total high school enrollment with each academy enrolling at least 20 students per grade level  *Note: Based on NAF Academy Quality Level Reports (2017-2019), most first-time Model-Distinguished Academies have been in operation for four-five years.	<b>ELEMENT 1: ACADEMY STRUCTURE &amp; DEVELOPMENT</b>			
	<b>Is the academy fully implemented?</b>  <input type="checkbox"/> <b>Yes, if Yes, continue to the next phase</b> >>> <input type="checkbox"/> <b>No, if No, continue implementation</b>	<input type="checkbox"/> <b>Yes, if Yes, continue to next phase</b> <input type="checkbox"/> <b>No, if No, continue implementation</b>	<input type="checkbox"/> <b>Yes, if Yes, continue to next phase</b> <input type="checkbox"/> <b>No, if No, continue implementation</b>	<input type="checkbox"/> <b>Fully Implemented - serving students in all grades of the academy program</b> ♦
	<b>Does the academy meet enrollment targets overall and at each grade level in the academy program?</b>  <input type="checkbox"/> <b>Yes, if Yes, continue to the next phase</b> >>> <input type="checkbox"/> <b>No, if No, continue implementation</b>	<input type="checkbox"/> <b>Yes, if Yes, continue to next phase</b> >>> <input type="checkbox"/> <b>No, if No, continue implementation</b>	<input type="checkbox"/> <b>Yes, if Yes, continue to next phase</b> >>> <input type="checkbox"/> <b>No, if No, continue implementation</b>	<input type="checkbox"/> <b>Serves students in all designated grade levels and meets one of the following enrollment criteria</b> ♦  <ul style="list-style-type: none"> <li>Enroll 50 students per grade or 200 for four-year academy; 150 for three-year academy; 100 for two-year academy – with 20 students per grade level <u>or</u></li> <li>20% of the high school enrollment is in NAF academy(ies) with each academy enrolling at least 20 students in each grade level</li> </ul>
<b>Questions to Guide Action Planning</b> <ul style="list-style-type: none"> <li>What is the recruitment plan to meet enrollment goals for next year?</li> <li>Have issues impacting next year's enrollment been addressed?</li> <li>Is the academy executing the best timeline for recruiting, selecting and enrolling students?</li> <li>Are recruitment activities scheduled, advertised and hosted for interested group?</li> <li>Are students who are enrolled in multiple academies assigned to the appropriate academies?</li> <li>Are academy students coded properly in NAFTrack?</li> </ul>	<b>Questions to Guide Action Planning</b> <ul style="list-style-type: none"> <li><b>Data Check:</b> How do academy demographics compare with that of the high school?</li> <li>Are proper student supports in place for struggling students to increase retention?</li> <li>What is the academy's plan for addressing potential scheduling and program conflicts that become more common in grades 11 and 12?</li> </ul>			

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STANDARDS OF PRACTICE	LAUNCHING	DEVELOPING	FULLY IMPLEMENTED	MODEL-DISTINGUISHED Thresholds ♦ Quality Review †
<p><b>1.2.</b></p> <p><b>PERSONALIZED ENVIRONMENT</b></p> <p><b>Career Theme Integration</b> Career theme integration occurs within designated core subjects, so academy students experience the career theme or related career skills throughout their program</p>	<p><b>Is the academy integrating the career theme in selected core areas for all grade levels in the academy?</b></p> <p><input type="checkbox"/> <b>Yes, if Yes, continue to next phase &gt;&gt;&gt;</b> <input type="checkbox"/> <b>No, if No, use the questions below to guide planning</b></p> <p><b>Questions to Guide Action Planning</b></p> <ul style="list-style-type: none"> <li>Does the academy team have common planning team to collaborate around cross-themed integration?</li> <li>Has the academy team participated in professional learning for career-themed integration?</li> </ul>	<p><b>Are integrated lessons and projects developed collaboratively and supported by academy leaders and the advisory board?</b></p> <p><input type="checkbox"/> <b>Yes, if Yes, continue to next phase &gt;&gt;&gt;</b> <input type="checkbox"/> <b>No, if No, use questions below to guide planning</b></p> <p><b>Questions to Guide Action Planning</b></p> <ul style="list-style-type: none"> <li>How does the academy team engage with advisory board members to integrate career-themed lessons or projects?</li> <li>Do teachers need additional resources and/or training?</li> </ul>	<p><b>Is the academy team using career and interest inventories, student choice, learning styles, and industry trends to personalize learning?</b></p> <p><input type="checkbox"/> <b>Yes, if Yes, continue to next phase &gt;&gt;&gt;</b> <input type="checkbox"/> <b>No, if No, use question below to guide planning</b></p> <p><b>Question to Guide Action Planning</b></p> <ul style="list-style-type: none"> <li>How does the academy team use school and academy data to personalize instruction?</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of career-themed integration is observed in pre-selected classes during a Quality Review †</li> <li>Core and academy teachers collaborate to integrate the career theme in core courses as evidenced by teacher and student responses and artifacts showcasing career-themed content †</li> <li>Academy students use their theme specific skills and knowledge in core classes †</li> </ul>
<p><b>1.3.</b></p> <p><b>DATA COLLECTION &amp; REVIEW</b></p> <p><b>Academy and Student-level Data</b></p> <ul style="list-style-type: none"> <li>Data Center</li> <li>Academy Assessment</li> <li>NAFTrack Certification and <sup>m</sup>NAFTrack</li> </ul> <p><b>Action Plans for Continuous Improvement</b></p>	<p><b>Has the academy leadership operationalized data collection, reporting, and review?</b></p> <p><input type="checkbox"/> <b>Yes, if Yes, move to next phase &gt;&gt;&gt;</b> <input type="checkbox"/> <b>No, if No, use questions below to guide planning</b></p> <p><b>Questions to Guide Action Planning</b></p> <ul style="list-style-type: none"> <li>Are NAF reporting deadlines and suggested timelines embedded in the academy calendar?</li> <li>How are student progress and academy growth monitored?</li> <li>Does the academy team share academy goals and data with students, parents, and advisory board members?</li> </ul>	<p><b>Does the academy have a current action plan developed using multiple data sets to establish performance goals, track progress, and align activities and resources needed to meet academy goals?</b></p> <p><input type="checkbox"/> <b>Yes, if Yes, move to next phase &gt;&gt;&gt;</b> <input type="checkbox"/> <b>No, if No, use the questions below to guide planning</b></p> <p><b>Questions to Guide Action Planning</b></p> <ul style="list-style-type: none"> <li>How does the academy implement new programs/practices or make changes to existing ones to support established goals?</li> <li>How do student/academy outcomes compare with those at the school, district, and Network levels?</li> </ul>	<p><input type="checkbox"/> <b>Yes, if Yes, move to next phase &gt;&gt;&gt;</b> <input type="checkbox"/> <b>No, if No, use the questions below to guide planning</b></p>	<ul style="list-style-type: none"> <li>Academy leaders at the school and district engage in the academy's continuous improvement processes and ensure that data is submitted, reviewed, and used to create action plans †</li> <li>Academy team, along with students, monitor progress toward NAFTrack Certification on a regular basis †</li> </ul>

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<p><b>1.4.</b></p> <p><b>ACADEMY LEADERSHIP</b></p> <p>Designated Staff with Defined Roles and Allocated Resources</p> <p>Leaders as Academy Ambassadors</p>	<p><b>Is the academy developing and engaging a broad-base of leaders and using a variety of opportunities to effectively manage, promote, and advocate for the academy?</b></p> <p><input type="checkbox"/> Yes, if Yes, continue to next phase &gt;&gt;&gt;</p> <p><input type="checkbox"/> No, if No, use questions below to guide planning</p> <p><b>Questions to Guide Action Planning</b></p> <ul style="list-style-type: none"> <li>Is there a designated academy site coordinator with release time to lead academy operations?</li> <li>How do students and the advisory board support and engage in the leadership of the academy?</li> <li>How do academy leaders support and advocate for the academy in the community? How are leaders new to the academy prepared for their role as an ambassador for the academy?</li> <li>Do academy leaders attend community and civic events to gain support and influence policies and practices that advance academy development?</li> <li>Has the academy developed an elevator speech, academy brochure, website, and social media site(s) to showcase the academy with current and accurate information?</li> </ul>			<ul style="list-style-type: none"> <li>Academy leaders articulate strategic alignment of the NAF academy with school and district goals †</li> <li>Social media is used to promote the academy and as a vehicle to communicate with all stakeholders †</li> <li>Academy leaders represent the academy in local governmental and other organizations, and mentor other leaders by sharing academy experiences locally and at regional and national conferences †</li> </ul>
<p><b>1.5</b></p> <p><b>PROFESSIONAL DEVELOPMENT</b></p> <p>Strategic Professional Learning &amp; Collaboration</p> <p>Theme Integration</p> <p>Advisory Board Engagement</p>	<p><b>Does the academy team collaborate on a regular basis to plan for career-themed integration and to participate in professional learning for academy?</b></p> <p><input type="checkbox"/> Yes, if Yes, move to next phase &gt;&gt;&gt;</p> <p><input type="checkbox"/> No, if No, use questions below to guide planning</p> <p><b>Questions to Guide Action Planning</b></p> <ul style="list-style-type: none"> <li>Does the agenda for team collaboration include career-themed integration, progress monitoring of NAFTrack Certification and implementation of work-based learning plan?</li> <li>Does collaboration time allow for advisory board engagement?</li> </ul>	<p><b>Are our academy leaders, staff and advisory board members strategically participating in NAF-sponsored training, webinars, and other convenings to deepen understanding of the NAF design and practices critical to the academy's success?</b></p> <p><input type="checkbox"/> Yes, if Yes, move to next phase &gt;&gt;&gt;</p> <p><input type="checkbox"/> No, if No, use questions below to guide planning</p> <p><b>Questions to Guide Action Planning</b></p> <ul style="list-style-type: none"> <li>How is the academy using student data to identify and prioritize staff training and/or support?</li> <li>Is there an action plan for professional development that is aligned with the academy goals, calendar, and budget?</li> </ul>	<p><input type="checkbox"/> Yes, if Yes, move to next phase &gt;&gt;&gt;</p> <p><input type="checkbox"/> No, if No, use questions below to guide planning</p>	<ul style="list-style-type: none"> <li>Advisory board members inform the career-themed curricula and are involved in the professional development of academy teachers †</li> </ul>

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<p><b>ACADEMY CULTURE</b></p> <p>Academy Presence</p> <p>Academy Community</p>	<p><b>Does our NAF academy have a social media presence and designated physical spaces (including classrooms and common areas) representative of the academy theme and NAF affiliation?</b></p> <p><input type="checkbox"/> Yes, if Yes, continue to next phase &gt;&gt;&gt; &gt;&gt;&gt; &gt;&gt;&gt; &gt;&gt;&gt; &gt;&gt;&gt;</p> <p><input type="checkbox"/> No, if No, use the questions below to guide planning</p> <p><b>Questions to Guide Action Planning</b></p> <ul style="list-style-type: none"> <li>• How is the NAF academy footprint visually distinguishable from other programs and initiatives?</li> <li>• Is the academy space (online and onsite) reflective of academy students’ voices, experiences, and work products?</li> <li>• How are NAF’s marketing tools, services, and products being used to enhance messaging and branding for the academy?</li> </ul> <hr/> <p><b>Is our academy culture being defined and strengthened through strategies, such as the adoption of professional dress and/or unifying dress practices, cultivation of leadership and professional skills and behaviors in students through academy-wide initiatives, and the establishment of events and activities unique to the academy experience?</b></p> <p><input type="checkbox"/> Yes, if Yes, continue to next phase &gt;&gt;&gt; &gt;&gt;&gt; &gt;&gt;&gt; &gt;&gt;&gt; &gt;&gt;&gt;</p> <p><input type="checkbox"/> No, if No, use questions below to guide planning toward desired outcomes</p> <p><b>Questions to Guide Action Planning</b></p> <ul style="list-style-type: none"> <li>• What opportunities are students given to demonstrate professional attire and practice college and career ready skills?</li> <li>• How is the academy supporting and integrating new students, leaders, staff, and partners into the academy community?</li> <li>• What activities and events are considered “signature events” for the academy community– establishing traditions and strengthening culture?</li> <li>• How are academy leadership and service opportunities scaffolded for academy students as they progress through the academy (like grade specific peer-mentoring, academy or project leadership, academy ambassadors, advisory board member/liaison)?</li> <li>• What plans are in place to encourage communication and relationship building (through strategies like small-group collaborations, peer and adult mentoring, advisory and guidance sessions)?</li> </ul>			<p><input type="checkbox"/> There is a strong NAF academy identity and academy presence throughout the school (e.g. banners, posters, etc.). †</p> <p><input type="checkbox"/> School and academy staff members are prepared for the academy visit and students are present and dressed appropriately to greet the team. †</p> <p><input type="checkbox"/> Students and staff understand and articulate the academy’s relationship with NAF and the value NAF adds to their high school experience. †</p> <p><input type="checkbox"/> Students describe a sense of community within the academy which is evident during all parts of the visit †</p>

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	LAUNCHING	DEVELOPING	FULLY IMPLEMENTED	MODEL – DISTINGUISHED Thresholds ♦ Quality Review †
<b>STANDARDS OF PRACTICE</b>	<b>ELEMENT 2: ADVISORY BOARD</b>			
<b>2.1</b> <b>MEMBERSHIP &amp; OPERATIONS</b> <b>Advisory Board (AB) Targets</b> AB has at least 10 members - 80% of the membership represents business, industry, civic, and post-secondary education	<b>Does our Advisory Board membership meet the established targets? Does our Advisory Board membership meet the established targets?</b> <input type="checkbox"/> Yes, if Yes, move to next level >>> <input type="checkbox"/> No, if No, use the questions below to guide planning		<input type="checkbox"/> Yes, if Yes, move to next level >>> <input type="checkbox"/> No, if No, use the questions below to guide planning	<input type="checkbox"/> Advisory board membership includes at least ten (10) members with a minimal 80% representing business, industry, civic, and postsecondary education leaders. ♦
<b>2.2</b> <b>SUPPORTS LEARNING</b> <b>Work-Based Learning (WBL)</b> <b>Teacher Professional Development &amp; Instruction</b>	<b>Does our AB align its planning and resources with academy’s WBL plan and the program of study?</b> <input type="checkbox"/> Yes, if Yes, move to next level >>> <input type="checkbox"/> No, if No, use the questions below to guide planning <b>Questions to Support Action Planning</b> <ul style="list-style-type: none"> <li>How is the AB working with academy teachers to plan instruction and support training?</li> <li>How is the AB supporting work-based learning activities across the WBL continuum?</li> </ul>	<b>Does the AB strategic plan reflect a commitment to increasing internships as the academy matures?</b> <input type="checkbox"/> Yes, if Yes, move to next level >>> <input type="checkbox"/> No, if No, use the questions below to guide planning <b>Questions to Support Action Planning</b> <ul style="list-style-type: none"> <li><b>Data Check:</b> How many paid internships are needed over the next 3 years?</li> <li>How many paid internships are AB members planning to support?</li> <li>How is the AB securing resources needed to support increased numbers of internships?</li> </ul>		<input type="checkbox"/> Advisory board meets on a regular basis and has established committees that directly support students and teachers. †  <input type="checkbox"/> Advisory board members can articulate an understanding for their role in NAF's mission †
<b>2.3</b> <b>SUPPORTS SUSTAINABILITY</b> <b>Civic Engagement</b>	<b>Do our AB members promote the academy within their professional and community networks and through civic engagement?</b> <input type="checkbox"/> Yes, if Yes, move to next level >>> <input type="checkbox"/> No, if No, use the questions below to guide planning toward desired outcomes <b>Questions to Guide Action planning</b> <ul style="list-style-type: none"> <li>Are engagement opportunities are identified during strategic planning sessions and placed on the AB calendar?</li> <li>How are AB members prepared to promote the academy?</li> </ul>		<input type="checkbox"/> Yes, if Yes, move to next level >>> <input type="checkbox"/> No, if No, use the questions below to guide planning	<input type="checkbox"/> The advisory board works to engage the civic community to enact policies that promote and sustain academies as an integral part of the local workforce and economic development systems †



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<b>STANDARDS OF PRACTICE</b>  <b>4.1</b>  <b>WORK-BASED LEARNING (WBL) PROGRAM</b>  <b>Internship Completion</b>  <b>Career Goals</b>	<b>ELEMENT 4: WORK-BASED LEARNING (WBL)</b>			
	<p>Is the academy implementing a WBL program that includes Career Awareness, Exploration, and Preparation activities that culminates with a paid, 120+ hour internship?</p> <p><input type="checkbox"/> Yes, if Yes, continue to next phase &gt;&gt;&gt;</p> <p><input type="checkbox"/> No, if No, use the question below to guide planning</p> <p><b>Questions to Guide Action Planning:</b></p> <ul style="list-style-type: none"> <li>What is the annual target number of WBL activities for all academy students?</li> <li>What proportion of academy students participated in WBL activities?</li> <li>Is the academy WBL program developed in partnership with the advisory board?</li> <li>Are all academy students, parents, and the advisory board aware of the paid 120-hour internship requirement for NTC?</li> </ul>	<p>Are academy students prepared for internships and to pass internship assessments?</p> <p><input type="checkbox"/> Yes, if Yes, continue to next phase &gt;&gt;&gt;</p> <p><input type="checkbox"/> No, if No, use the questions below to guide planning</p> <p><b>Questions to Guide Action Planning</b></p> <ul style="list-style-type: none"> <li><b>Data Check:</b> How many internships have been identified for the upcoming interns? How many are still needed?</li> <li>What is the plan to identify potential internship opportunities – including converting current part-time jobs to internships?</li> <li>Is the Internship coordinator entering all internships (paid &amp; not paid) into NTC and working with intern supervisors to complete internship assessments?</li> <li>How does the academy assess internship readiness?</li> </ul>	<p>Did 21% or more of the academy's seniors graduate with paid, 120+ hour internships that meet NTC requirements?</p> <p><input type="checkbox"/> Yes, if Yes, continue to next phase &gt;&gt;&gt;</p> <p><input type="checkbox"/> No, if No, use questions below to guide planning</p> <p><b>Questions to Guide Action Planning:</b></p> <ul style="list-style-type: none"> <li><b>Data Check:</b> How many students are eligible for internships?</li> <li>How many students were assigned and successfully completed internships that met NTC requirements?</li> <li>How is the academy team working with students and their current supervisors to transform part-time jobs into high-quality internships?</li> <li>How are internship supervisors prepared to support the NAF intern with a work plan, mentoring and completion of the internship assessment?</li> </ul>	<p><input type="checkbox"/> Work-based learning (WBL) experiences implemented in our academy include career awareness, exploration and preparation activities that build in sophistication, duration, and intensity ♦</p> <p><input type="checkbox"/> The proportion of 2018-19 seniors who met the NAFTrack Certification paid internship requirements was 21% or greater ♦</p> <p><input type="checkbox"/> Students are exposed to multiple career pathways within a career cluster †</p> <p><input type="checkbox"/> Students demonstrate a desire to succeed, articulate their aspirations for the future, and how they will be able to achieve their goals †</p> <p><input type="checkbox"/> Students present themselves in a professional manner (including eye contact, communication with confidence) †</p> <p><input type="checkbox"/> Students demonstrate well developed work-based learning skills, particularly in communicating with adults and their peers †</p>
	<p>Are academy students self-reflecting on NAF College &amp; Career-Readiness skills and uploading resumes, project work, and WBL in <sup>my</sup>NAFTrack?</p> <p><input type="checkbox"/> Yes, if Yes, continue to next phase &gt;&gt;&gt;</p> <p><input type="checkbox"/> No, if No, use the questions below to guide planning</p> <p><b>Questions to Support Planning</b></p> <ul style="list-style-type: none"> <li><b>Data Check:</b> What % of students have active <sup>my</sup>NAFTrack accounts?</li> <li>What proportion of 2019-20 academy students logged in to <sup>my</sup>NAFTrack during the 2019-20 school year? What % of academy students uploaded WBL activities into <sup>my</sup>NAFTrack?</li> <li>Are teachers incorporating students' use of <sup>my</sup>NAFTrack into career lessons, WBL experiences, and students' NTC progress checks?</li> </ul>	<p>Are academy students graduating with completed <sup>my</sup>NAFTrack profiles?</p> <p><input type="checkbox"/> Yes, if Yes, continue to next phase &gt;&gt;&gt;</p> <p><input type="checkbox"/> No, if No, use the questions below</p>		

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## NAF Resources

**Continuous Improvement Resources:** <https://niles.naf.org/public/sites/?u=continuous-process/>

- 2019-2020 Data Center + Academy Assessment FAQ (with Model-Distinguished Thresholds)
- 2019-2020 Academy Assessment Sample Document (with Glossary of Terms)
- Quality Review Guide and Rubric
- NAF Action Planning <https://niles.naf.org/public/actionplan/>

**Launch Year Resources:** <https://niles.naf.org/public/sites/?u=continuous-process/>

- Launch Year-At-a-Glance
- Launch Year AB Overview

### NAF Academy Marketing and Communications Services and Resources

- Marketing – Communications Library: <https://niles.naf.org/public/sites/?u=marketing-library/branding.md>

**Professional Learning:** <https://niles.naf.org/public/sites/?u=professional-learning/academy-development/>

- Action Planning Master <https://niles.naf.org/public/sites/?u=professional-learning/academy-development/>
- NAF Educational Design Overview <https://niles.naf.org/public/sites/?u=professional-learning/academy-development/>
- Strategic Actions for Academy Development: [Reflection Rubrics for Principal, Teacher, and Academy Director](#)

**Advisory Board Resources:** <https://niles.naf.org/public/adhoc/ab-files/>

- AB By-laws and Strategic Planning <https://niles.naf.org/public/sites/?u=advboard/develop.md>

### NAF Curriculum

- Approved Courses <https://niles.naf.org/public/curriculum/>
- Program of Study Resources <https://niles.naf.org/public/sites/?u=naftrack/>

### WBL

- WBL Plan Development <https://niles.naf.org/public/sites/?u=wbl/build.md>