

ALL-STARS OF THE ACADEMIES

A quarterly newsletter highlighting the students & staff at the Academies of Greater Clark

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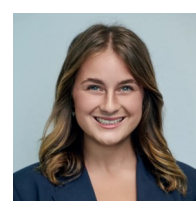
Business & Entrepreneurship Academy Spotlight



Tatum Poirrier is a junior at CHS who chose her academy because she knew it was something she wanted to study in college, but she didn't know exactly what. She said, "I also loved the idea of trying something in radio." Her Radio/TV pathway class has also influenced her postsecondary thought process, as she said, "This class has allowed me to see if communication might be what I want to do in college." One of her favorite projects in her pathway classes was her Radio Personality Project, where she was challenged to put together clips and breaks for their live broadcast. Even though she was nervous, she eventually submitted her project in a contest at IU Southeast and won. She said, "I was so excited because I worked so hard on it. Being able to explore in my Mass Media class has helped me see what I am good at and what I might like to do when I graduate high school."



Chase Davis is a Business, Marketing, and Personal Finance teacher at CHS with nine years of instructional experience. Chase loves to integrate real-world challenges into his classes, which really engage students. Chase shares, "One of my students favorite projects is a cross-promotion campaign with a local fast-food restaurant that doesn't currently offer a kids' meal. The students develop a marketing plan, including creating a new kids' meal menu and design a kids meal packaging using a Happy Meal Box. They also create a popular toy to include with each kids' meal. The project generally is a huge hit with my business students." Chase is a strong supporter of the career academy model because, "it provides students a chance to look at what they could possibly be doing for a career after they graduate. In my different business classes we talk about different business opportunities and potential careers."



Kimberlyn Doherty is a junior at CHS and a student ambassador. When asked why she choose her academy, she said, "I chose the Business & Entrepreneurship academy because I've always been interested in studying business. Through this pathway I have been involved in all the radio/TV classes. The Radio/TV pathway always interests me because I've thought about going into broadcasting after high school." She was asked what she enjoys the most about her academy, she replied, "My favorite part about the Radio/TV pathway through the Business academy is getting to be a part of school sport projects. In this pathway I am always able to make my ideas come to life. One of my favorite projects I have done is making the wrestling hype video last school year. Currently in my sports broadcasting classes we are working on 50 years of girls basketball, I am super excited to help with this project and see how it all turns out."

Engineering & Advanced Manufacturing Academy Spotlight



Jonathan Cain is a credit recovery teacher and assistant athletic director at NWHS. While he only has two years of experience in education, he has decades of real-world experience while working in law enforcement as an Indiana State Trooper. He believes students should join his academy because "Students receive first hand knowledge and experience in the career path they are interested in pursuing." As someone who has changed careers and didn't have the academy model around when he attended, he strongly believes in the career academy model. He states, "The academy model is important to the students to narrow down their career path. A student may enter an academy and quickly realize that particular career path is not for them. The academy model will help our students have a better understanding of different career paths that are available to them."



Katlynn Morris is a junior at NWHS who is in the Ag Structure & Power pathway. She does plan to pivot away from this area of study and become a traveling nurse, which was fueled by her passion to help others. Even though her academy does not perfectly match with her career aspirations, she still believes that the academy model has positively impacted her. She said that it helped her "prepare for real life situations by going on trips and seeing others work outside of school. She also appreciated that they take time to build resumes and participate in mock interviews."

Public Service Academy Spotlight



Alan Glidewell is a junior at JHS with an interest in pursuing a career as a chef. When asked what factors led him to select his academy, Alan stated, "I chose my academy because since 8th grade I've wanted to go to culinary school and become a chef, and I figured this academy would give me a leg up on the competition at culinary school." His favorite project in his culinary class was a lab that he had to complete by himself. He shares, "It was a pain and a blessing at the same." In the end, he said, "It was the best tasting lab I have done to this day, I took extreme pride in my work, I am still extremely grateful for the experience. This really opened my eyes into how much I really wanted to be a chef."



Amy Whitaker is a Family & Consumer Sciences instructor at JHS who teaches Culinary Arts and is celebrating 20 years of teaching. She provides real-world experiences in nearly every class period, where students gain soft skills like etiquette and customer service; as well as technical skills and industry certifications. Her capstone students oversee the school's coffee shop and the Jeff Chefs run a school-based catering service. As someone with experience outside of education, Amy touts the value of the academy model. Amy says, "I worked in the industry for over 20 years and it is essential to give students every opportunity to build a foundation and assist students in finding a career path before leaving high school. The academy model provides this opportunity for students. The academy model gives a focus for students to follow each year with an engaging curriculum that they have chosen. The students are excited to learn about the hospitality industry and apply their skills through labs. The culinary labs are essential for students to understand the standards, apply, and develop their culinary skills in order to enter the workforce."