

ALL-STARS OF THE ACADEMIES

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

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Health Services Academy Spotlight

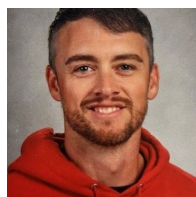


Ella Moffett is a sophomore at NWHS who selected her academy because she wanted to help people and finds the medical field to be fascinating. She appreciates being in the Health Services Academy because it is helping prepare her for life after high school. Ella said, “It has helped introduce us to more health care options that we didn't know were options. We have learned about the options we have through guest speakers and going to a healthcare career fair for a field trip.” With the numerous types of professions in the healthcare industry, providing this exposure to students is essential to those scholars so they can make informed decisions about their futures.

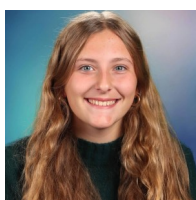


Sarah Barger is a first-year teacher, who teaches Exercise Science courses at NWHS in the morning and at CHS in the afternoon. While new to the profession, she is not new to the industry—as she most recently came from IU Southeast where her previous role supported many students from Greater Clark. Her students enjoy the hands-on approach to her class and are currently making a video that features a twenty-minute exercise routine. She relishes these opportunities because she did not have these when was in high school. Sarah said that the academy model is important to her because “it allows students to explore career paths...before entering into post-secondary education. It allows for early exposure, which I believe is crucial. I come from higher education and saw many major changes, and I think the academy model helps reduce the number of major changes.”

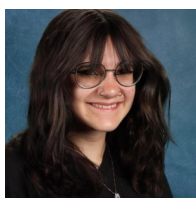
Engineering & Advanced Manufacturing Academy Spotlight



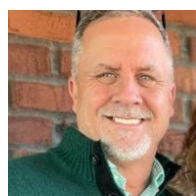
Zach Anderson is a PLTW Engineering instructor, and the team lead for his academy, at JHS. With a decade of teaching experience, Zach previously taught math before transitioning as to a full-time Career & Technical Education teacher position. When asked why students should join the Engineering & Advanced Manufacturing Academy, he said, “The biggest reason why I believe that students should join this Academy is because of all the great opportunities that this academy has to offer. This academy provides students with classes that will prepare them academically for a post secondary path to college by offering five different Engineering courses as well as numerous AP classes such as AP Calculus, AP Physics, and AP English classes. It also provides opportunities for students who are not interested in the college track and interested in learning a trade in order to begin a successful career right after graduation with two great trade programs in Welding and Construction. This is a great academy for students who like to learn by doing and learning with both their brains and hands. This Academy is filled with hands on projects and real world experiences that help enhance their problem solving skills! Along with these opportunities comes great teachers, leaders, and staff members that are constantly collaborating and working together to ensure that every student is successful and that the need of every student is met in order to best prepare them for a career once they graduate from Jeffersonville High School.”



Macyn Jackson is a sophomore at JHS who chose the Engineering & Advanced Manufacturing Academy because it has appealed to her over her whole life. Macyn said, “In elementary school I joined the Rube Goldberg club and ever since then I've had the desire to build and design. I knew for sure I wanted to go into the engineering academy after I learned about the engineering design process, which is where you define a problem then follow steps to help solve it and come up with a solution. I love solving problems and being able to find a solution to what is wrong—I think this is the core reason I chose this academy.” When asked about her favorite class project, she mentioned their automata boxes and explained, “I enjoyed going through and designing the box on Fusion first, then bringing it to life in class. We had so much creative freedom with this project and got to do a lot of hands on work like gluing together our boxes, drilling, painting, and much more. For my box, I had two stars and a planet on top that moved up and down then another planet that spun. I think this activity was a great way to have each student have a unique project and use our creative skills to apply them in an engineering way.”



Vivianne Armstrong is a sophomore at CHS and is interested in pursuing a career in as a welder. While CHS does not have a welding class on campus, Vivianne is applying to participate in the welding program at Prosser next year. When asked why she join this academy, she indicated that her engineering teacher recommended it to her to enhance her application to Prosser's welding program. She also said, “ was encouraged by my family and others around me to take this class to be able to help me with my career.” She believes she's benefited from being in this academy because she has had to “find different ways of doing/building things, along with building things digitally.” She highlighted the importance of being able “to get different measurements with diverse tools and being able to digitally import them to make references... this provided a head start [in my career prep].”



Cecil Craig Smith is a Algebra 2, Dual Credit Finite Math, and AP Statistics instructor at CHS who has over a decade of teaching experience. His teaching is built around the ultimate goal of applying learning in context to authentic situations. In Finite, his students look at the area of medical testing, product defect prediction, advertising effectiveness, and linear models that predict business outcomes. In Algebra 2, students look at functions in profit models for business, how certain factors affect chemical outcomes, and compute values of insurance policies, cell phone plans, interest rates, and paying back loans. When asked why the academy model is important to him, he replied, “I feel academy model best supports our high school because it helps students connect what they're learning in the classroom to careers and future goals. It gives students a sense of purpose by organizing their education around themes like health sciences, engineering, business, or the arts. This model not only increases student engagement and motivation, but also helps them develop skills that are relevant to college and careers. By working in smaller learning communities with teachers who collaborate across subjects, students often build stronger relationships, feel more supported, and are more likely to succeed.”