

ECEP School Application Sample #2

School of Distinction

Q1: Please provide the following school information:

Name XXXX
Address XXXX
Grade Levels: Junior High
Number of Students Enrolled: XXXX
Phone Number: XXXX

Q2: Please provide the following information for the person submitting the application on behalf of the school:

Name: XXXX
Title/Position: Teacher
Phone Number: XXXX
E-mail Address: XXXX

Q3: Please provide the following information for the Principal of the school:

Name: XXXX
Phone Number: XXXX
E-mail Address: XXXX

Q4: Please provide the following information for a summer contact

Name: XXXX
Title/Position Teacher
Phone Number: XXXX
E-mail Address: XXXX

Q5: Any other person(s) you would like to recognize in assisting with the application process (Optional)

PAGE 3: Proven Practice #1: Classroom Instruction

Q6: Question #1: Explain the extent to which your school provides standards-based, student-centered and literary-rich instruction in civics, government, history, economics, geography, law and democracy. Cite specific evidence of how this instruction increases civic knowledge for your students.

Our school provides standards-based, student-centered and literary-rich instruction in civics, government, history, economics, geography, law and democracy throughout all of the Social Studies courses. All of our Social Studies courses are instructed by Highly Qualified individuals, bringing their expertise to the classroom in a variety of methods. Teachers emphasize the importance of citizenship as they provided detailed instruction on the themes of Social Studies. The principles of our government and the Constitution are woven throughout our American History standards, highlighting the development of various amendments throughout history and their impact on society. Key legal cases and outcomes are also incorporated throughout our curriculum, allowing students to grasp the progress seen over the course of our nation's history. Political parties and the various shifts in power and beliefs are also an integral part of our course work. The standards focus on the foundations of our government, allowing students to study in-depth the fundamental principles of our government and what the founding-fathers hoped for while creating our nation. They also spend a unit focused on our government today, recognizing the importance of being an active, positive member of our society. They look at voting, responsibilities (taxes, jury system), naturalization processes, and various aspects of being a national and global citizen. Courses utilize primary sources (from various outlets- newspapers, photographs, videos, graphs/charts, speeches etc.) to further promote these practices. Teachers also take advantage of other civics-based instructional tools, including iCivics, We the People, History Alive, Teaching Tolerance, our American History text and other supplemental resources. The Social Studies department works closely with both the English and Reading departments, incorporating various narratives, poems, secondary sources, and biographies to allow for cross-curricular connections. All courses are strictly aligned with the Arizona State Standards, while also incorporating the Arizona College and Career Readiness Standards. Teachers make connections with students and the historical concepts, using writing prompts, close reading, active reading tools, document-based questions, and other best practices.

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Q7: Question #2: List frequency of this instruction within the social science subjects in question #1 (i.e., daily, weekly, bi-weekly, monthly, quarterly, one-time, etc.)

This instruction is seen daily in our Social Studies courses. The methods and practices previously introduced are woven together to provide a quality, civic-based, and relevant experience for the students.

Q8: Question #3: Explain the extent to which your school addresses civic learning concepts in non-social science subjects.

Many of these concepts are also introduced throughout non-social studies courses across our campus. As previously mentioned, the English and Reading departments support our entire curriculum, aligning their text selections to our timelines for added support and connections. The AVID classes place a focus on being a positive member of one's community, addressing many civics-based principles. They look at a variety of historical topics and relate them to present issues and current events. These connections are discussed and debated through a practice called Philosophical Chairs. Our Science classes make connections to geography and the historical impact of different occurrences on the environment. The Family and Consumer Sciences (FACS) class incorporates a historical aspect to the course, teaching students about the cultural significance of different foods and customs. Finally, this year we have adopted a Civility Program through Project Wisdom. This is used campus-wide during our intervention time. The program provides tools and strategies to help students become positive leaders on campus and throughout the community.

Q9: Question #4: List frequency of this instruction within non-social science subject areas in question #3 (i.e., daily, weekly, bi-weekly, monthly, quarterly, one-time, etc.)

English and Reading practice this instruction weekly. The AVID teachers practice these strategies on a weekly basis as well. This instruction is seen in the Science classrooms monthly, while the FACS course incorporates these practices bi-weekly. Project Wisdom is used explicitly weekly across our campus, but students are encouraged to practice the habits and tools introduced on a daily basis.

Q10: Question #5: List the number and grade level of students impacted by this practice.

All students in all grades within our Junior High are involved in these practices.

PAGE 4: Proven Practice #2: Discussion of Current Events and Controversial Issues

Q11: Question #1: Explain how discussions of current local, national and international issues and events important to your students are incorporated into courses at your school. Cite specific evidence of how these discussions increase civic knowledge for your students.

Discussions of current local, national, and international issues and events are incorporated frequently into the instruction of our students. The Social Studies teachers bring in a variety of resources to expose students to current events (local newspapers, national newspapers, Junior Scholastic, CNN Student News, Channel One), promoting civic awareness among our students and making important connections to historical events and issues. Other classes throughout the campus follow similar practices when content and curriculum allows for it. All teachers facilitate a safe environment for students to openly discuss these events and issues, encouraging students to further develop their civic awareness in a respectful and positive way. There are also frequent opportunities to assess point of view and bias through current events, addressing several of the Social Studies Standards. As the curriculum focuses on its government unit, many discussions focus on both historical and current events displaying examples of the democratic process and how it promotes social change. The AVID classes feature regular use of current events and respectful debate and discussion through Philosophical Chairs. Campus wide, relevant issues are discussed weekly through our Project Wisdom civility program. Students have frequent exposure to current events and are encouraged to actively participate in their community and beyond. The school's National Academic League also includes current events as

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part of both the questioning, and through the presentation team. The presentation team is given a one word topic the week before, then given the opportunity to research about it. The day of the competition, they are given the specifics on how to present.

Q12: Question #2: List the name and grade levels of the courses participating in this practice.

Social Studies- 7th Grade Social Studies- 8th Grade AVID- 7th Grade AVID- 8th Grade Science- 7th Grade Science- 8th Grade English-7th Grade English- 8th Grade Reading- 7th/8th Grade CAT Time Intervention- 7th/8th Grade (Project Wisdom) National Academic League- 7th/8th Grade

Q13: Question #3: List the frequency of this practice (i.e., daily, weekly, bi-weekly, monthly, quarterly, one-time, etc.)

The following courses incorporate this practice: Social Studies- 7th Grade- Daily Social Studies- 8th Grade- Daily AVID- 7th Grade- Weekly AVID- 8th Grade- Weekly Science- 7th Grade- Monthly Science- 8th Grade- Monthly English-7th Grade- Quarterly English- 8th Grade- Quarterly Reading- 7th/8th Grade- Monthly CAT Time Intervention- 7th/8th Grade (Project Wisdom)- Weekly

Q14: Question #4: List the number and grade levels of students impacted by this practice.

The students involved in these practices are: 7th Grade- 608 students 8th Grade- 559 students

PAGE 5: Proven Practice #3: Service-Learning

Q15: Question #1: List and briefly describe the academic objective(s) and correlated community service project activities for each Service-Learning component.

There are several departments on our campus that actively use service learning to extend the academics that they teach. • An objective of the AVID program is to teach students leadership skills and responsibility. AVID students work each week through-out the school year on the school recycling program to help students understand the value of helping their school as well as the importance of helping our environment by reuse of paper and plastic products. • Band Orchestra and Chorus classes develop their musical, vocal and performance skills. As a part of developing performance skills they participate in performances for the community throughout the school year as a service to enrich the community. • As a part of their academic program, Our MIMD and MOMD special educational students do activities that teach them daily living skills. To provide them with enriching experiences, the students volunteer in the school, in the cafeteria and in the community to help them develop skills that they will need in daily living. • The Physical education department makes students in physical education classes available around campus to help with the heavy lifting as we move supplies around in our audio visual department and as we prepare for different sports activities. In doing this the PE department impresses upon students the value of physical fitness and how fit individuals can be helpful contributors to society.

Q16: Question #2: Provide a brief description of the reflection activities that link the academic objectives and community service activities for each of the Service-Learning components you listed for Question #1.

AVID, the Music Department, and the Special Education department continually reflect on their service-learning activities throughout the year in many different ways that are appropriate to the skills and abilities of the students. The AVID students do oral presentations in their class; they discuss issues surrounding the service-learning activities. In the music department, not only do their review their performances and watch video recordings of their performances but they also discuss how the different components of their performances effected the audience as well as the things that they can do to improve the enjoyment of the various types of people in the audience. The Physical education department discusses with students how their fitness levels affect their abilities to complete tasks. Additionally, they

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discuss practical issues like calories burned, and how diet affects their ability to perform tasks. The special education students use a process that helps the students reflect often upon their service learning throughout the year. The process also helps the special education students make connections with the skills that they learn in school with the real world.

Q17: Question #3: List the teacher or facilitator for each Service-Learning component and their grade level(s)/course(s).

AVID Coordinator and AVID Elective teachers, the Band Teacher, the Chorus Teacher, the Orchestra teacher, the MIMD teacher, the MOMD teacher, the Autism teacher, the Physical Education Teachers and Coaches

Q18: Question #4: List the percentage (%) of classroom teachers in the school participating in this practice.

Approximately 21 percent of teachers participate in Service Learning.

Q19: Question #5: List the number of students in the school impacted by this practice.

All students are impacted by the service of those on our campus. These programs model the importance of community outreach and service, benefiting the school as a whole. School numbers are: 7th grade- 608; 8th grade- 559.

PAGE 6: Proven Practice #4: Extracurricular Activities

Q20: Question #1: List all extracurricular program names at your school with brief description and include frequency of activities (i.e., daily, weekly, bi-weekly, monthly, quarterly, one-time, etc.).

1. Autism Awareness club—Helping students to gain an appreciation for and develop support of Autistic students in our school and autistic people in our community. 2. Cheer Club—Audition only cheer group that provides school spirit support for athletic and school activities. 3. Drum-line—Promoting the performance and appreciation of percussion music 4. Cooking Club—For students who appreciate cooking and culinary arts. 5. Junior High Athletics—4 seasons of sports competitions 6. Mariachi Viva –Promoting the performance and appreciation of Mariachi music. 7. CHAMP (Creators of Healthy Alternatives Motivation Peers)—Youth peer leadership group focusing on prevention of drugs and alcohol abuse. 8. National Academic League—Academic Competition 9. Peer Assistance and Leadership (PAL)—Providing youth with the opportunity to make a difference through leadership opportunities in the schools. 10. The Animal Welfare League Club—Helping students create a strong relationship with the care and protection of the animals in our world. 11. The Close-Up Club—Promoting and supporting the annual Close-Up Trip to Washington D.C. 12. Robotics Club- Competes in various robotics competitions including LEGO League and VEX Robotics

Q21: Question #2: List the number of students participating in each program listed in Question #1.

Autism Awareness Club- 7 students, Cheer Club- 17 students, Drum-line- 15 students, Cooking Club- 76 students, Junior High Athletics- 257 students, Mariachi Viva- 23 students, CHAMP- 7 students, National Academic League- 16 students, Peer Assistance and Leadership (PAL)- 5 students, The Animal Welfare League Club- 15 students, The Close-Up Club- 20 students, Robotics Club- 10 students

PAGE 7: Proven Practice #5: Student Participation in School Governance

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Q22: Question #1: List school governance opportunities/positions with brief descriptions of how students participate in the management of their own classrooms and school. *Be sure to note any specific governance opportunities that are systemic and/or student-initiated.

There are numerous opportunities for student involvement in school governance. Students are able to participate at multiple levels, from the classroom, to working with administration. All students participate in a school survey, voicing feedback and opinions on a variety of school issues. There is also a Student Civility Sub-Committee, where students are able to work with administration to help shape the school-wide civility goals. They provide areas of need and focus to our administration, representing the student population in various meetings throughout the school year. All students spend the first full week of school reviewing both the school and district policies and procedures for student conduct and expectations. Student rights and responsibilities are discussed across the campus during our Intervention Time. Individual classes are also encouraged to review classroom specific policies and procedures and invite students to weigh in with their input and feedback. Our Intervention Time also allows teachers and administrators to encourage peaceful student interactions to prevent violence, bullying, and social ostracism through our Project Wisdom civility program. The school's Student Government holds open elections for all students to participate in the democratic body that facilitates campus activities. Through these elections, all students have the opportunity to participate in a simulated democratic process, selecting the representatives of their choice. From there, additional students are selected by the Student Government adviser to represent their peers. Once complete, Student Government works to represent the student body through all levels, working with administration, teachers, and students. Through the planning and execution of various programs and events, they utilize the democratic process at all meetings, ensuring a truly representative organization.

Q23: Question #2: List frequency of school governance opportunities (i.e., daily, weekly, bi-weekly, monthly, quarterly, one-time, etc.) for your students.

These school governance opportunities occur: School Survey- Yearly, Student Civility Sub-Committee- Monthly, Student Rights and Responsibilities Awareness- Quarterly or Yearly depending on the classroom, Project Wisdom- Weekly, Student Government Elections- Yearly, Student Government Meetings- Weekly

Q24: Question #3: List the number and grade levels of students at your school participating in each governance opportunity.

The students involved in each governance opportunity are: School Survey- 7th Grade- 608 students 8th Grade- 559 students Student Civility Sub-Committee- 12 students; 6 7th grade and 6 8th grade Student Rights and Responsibilities Awareness- 7th Grade- 608 students 8th Grade- 559 students Project Wisdom- 7th Grade- 608 students 8th Grade- 559 students Student Government Elections- 7th Grade- 608 students 8th Grade- 559 students Student Government Meetings- 10 students; 7th/8th grade

PAGE 8: Proven Practice #6: Simulations of Democratic Processes

Q25: Question #1: List the opportunities that exist at your school for students to participate in simulations of democratic processes and procedures. Cite specific evidence.

All students are given the opportunity to participate in various simulations of democratic practices throughout the school year. Throughout various classroom activities and lessons, school clubs and organizations, and school-wide events, students have the opportunity to participate in voting, mock trials, decision making, debate, and legislative deliberation at all grade levels. These practices are supported by various programs, including: iCivics, History Alive, We the People, Student Government, AVID, and National Academic League. All 8th grade students are also given the opportunity to travel to Washington D.C. for various enrichment activities and simulations through the Close Up program.

Q26: Question #2: List the frequency of simulations of democratic processes and procedures (i.e., daily, weekly, bi-weekly, monthly, quarterly, one-time, etc.) at your school.

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These simulations of democratic processes occur: Voting- Yearly Mock Trials- Quarterly Decision Making- Weekly/Monthly/Quarterly Debate- Weekly/Quarterly Legislative Deliberation- Weekly

Q27: Question #3: List the number and grade levels of students participating in each simulation.

The students involved in each simulation are: Voting- 7th Grade- 608 students; 8th Grade- 559 students Mock Trials- 7th Grade- 608 students; 8th Grade- 559 students Decision Making- 10 students; 7th/8th grade Debate- 7th Grade- 608 students; 8th Grade- 559 students Legislative Deliberation- 10 students; 7th/8th grade

PAGE 9: Professional Development

Q28: Question #1: List school-sponsored (e.g., webinars, paid conference registrations, substitute coverage, travel expenses, etc.) civic-related professional development opportunities your faculty attended from August, 2013-April, 2014, that addressed any of the six proven practices in civic learning. Please provide the following information for each professional development opportunity: Title, Date, Organization, Number of Faculty Attended, Number of hours per person

Professional Development is a priority for our entire faculty on campus. Teachers are actively participating in various district workshops offered throughout the year. However, school-sponsored civic-related opportunities have been limited. Those completed are as follows: "Bridging Reading Support with Content," 2/26/2014, 11 faculty attended, 8 hours per person