

ECEP School Application Sample #1
School of Merit

Q1: Please provide the following school information:

Name XXXX

Address XXXX

Grade Levels High School

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 XXXX

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 XXXX

Phone Number XXXX

E-mail Address XXXX

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

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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 High School offers the Required Arizona Social Studies classes: World History, American History, American Government, and Economics. In addition, Law in Society, Academic Decathlon, Sociology and Psychology are offered. Each of these classes incorporates instructional elements that support civic knowledge.

Through the American History classes students are encouraged to think like a Historian and make connection between past historical events and current government policies and social issues. For example, students this year were encouraged to compare the fear Americans felt towards fellow citizens supporting Communist ideology, with fear today of fellow citizens that seem to represent religions commonly practiced in the Middle East. Students examined the issues relating to Freedom Speech, as well as the right to express oneself as desired. Students were asked to consider how current issues in American can affect and impact our civil liberties and to consider what action needed to be taken to combat that.

In our American Government classes a heavy emphasis is place on the democratic principles of popular sovereignty and limited government. Students are encourage to examine how the US Constitution created a governmental institution in which the actions and decisions of the law makers and leaders of our country are directly connected and driven by the American voters. Students are continually required to examine court cases, ballot initiatives and public interest stories. Emphasis is placed on analyzing these things to determine the extent to which our Constitution, as well as government power, as evolved. Students are continually pushed to examine the relevance and meaning of the Constitution as the Founding Fathers intended it and as it is applied today.

Although it may not be an obvious placement, civic principles are weaved throughout our Economics curriculum as instruction is delivered through a decision making lenses. Students learn that economic choices are made by consumers and suppliers and that often, through popular opinion expressed in voting and civic participation, economic decisions are made that affect all Americans.

Finally, electives such as Law in Society and other social science course strive to develop our students into productive citizens that can work together in society to have a safe, supportive, and nurturing community.

Instruction in these courses is delivered through direct instruction, simulations such as legislative simulation, mock elections, and pro-se court activities. In addition guest speakers, such as candidates for office, veterans, and local business leaders are invited into our classroom to make real-world connections.

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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.)

American Government and Economics courses incorporate instruction explained daily. US History classes weave in civic instruction throughout weekly units. Elective classes are offered each semester. Standards addressing civic instruction are addressed at a minimum of bi-weekly. Guest speakers mentioned are invited in at least once a semester.

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

Our High School strives to “Act Locally, Think Globally...” many of our school wide programs and activities are centered around our desire to teach kids to think beyond their own self-interest and consider how they can impact society for the common good. Every year the entire school recognizes Constitutional Day and Veterans Day. At a minimum students view an inspirational video and showing support for these days of honor with an appropriate "dress-up day". Each quarter one of our service groups on campus holds a campus wide drive to collect items needed by groups in our local, or global community. NHS holds the largest Blood Drive in the region, our Interact Club collected enough money to build several water wells in an African village, and the Key Club collected gifts to support several families in need at the holidays. These activities teach our students the importance of civic responsibilities.

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.)

Each quarter the student body participates in at least one civic centered project. During election year, like the one coming, students will participate in Kids Voting during the month of November. Every year the entire school recognizes Constitutional Day and Veterans Day by viewing an inspirational video and showing support for these days of honor with an appropriate "dress-up day."

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

Government and Economics Instruction - All Seniors – 556
School Wide Constitution Day, Veteran's Day and Kids Voting Initiative - Entire Student Body; 2561 students
Blood Drive; coordinated by NHS - 180 students
Blood donors - 202 Seniors and community members
Interact Club - 40 members; entire school involved in Pennies wars

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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.

Our High School's vision is practiced in classrooms, extracurricular activities, and professional development as well as many school-wide events. Teachers across multiple subject areas support this mission by continually incorporating current event throughout the curriculum in our efforts to make real-world connections. By using current, relevant and reliable news articles, video resources, and academic articles all social studies teachers expect students to be able to identify current political trends as well as pressing social issues. In the senior level classes, on a bi-weekly basis, students debate current issues. These students are, in pairs, given the opportunity to pick from a list of topics that are currently facing society, research their topic and prepare a presentation to suggest the solution or plan to deal with this issue. The students then, in front of their classmate, debate or deliberate a suggested solution to the issue. In our health and medical science classes students are required to choose a current issue related to wellness and health, research it, and present a suggested solution or plan to handle the issue. At the 9th grade level, the health students then plan a school wide health-wellness fair and present their projects. Additionally our school has been developing a rigorous diploma certification program called Certificate of Academic Distinction. Participating students are mentored, by at least two staff members and a community member, in an area of interest to them. Students complete comprehensive research and collect accurate, up-to-date data, on a topic of their choosing. Students are encouraged to selected topics that are important to our community and/or global society. These students work all year to develop a plan of action that can be put into place upon their graduation. Recent projects included the concern surrounding lack of youth voter turnout be issues that are facing society and the impact that poor nutrition can have on academic achievement; focusing on the need to improve public school cafeteria lunches.

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

American Government - 12th Grade
Economics - 12th Grade
Medical Science - 11th grade
Health - 9th Grade
Academic Decathlon
Department of Advanced Academics
Free Enterprise
Health - 9th Grade

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

Current Events in Social Studies Classes - bi-weekly
Health and Medical Science Wellness research & fair - each semester
Certificate of Academic Distinction - throughout the year

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

9th Grade - All (616)

12th Grade - All (556)

11th Grade - 70

Total Number of Students learning, researching, discussing and proposing solutions to Current Issues - 1325 50% of the student body

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.

Seniors at our High School are expected to complete a Service-Learning Project. The overall objective of this semester long project is for students to choose a current social, political, or civic issue, research it and in class, develop an action plan to address the issue, implement the action plan, and reflect on the experience.

Students in Health classes complete a similar project that is designed to impact their peers. The focus on this service-learning project is that students will learn the need to consider more than their own self-interest and consider the common good, focusing specifically on the adolescent/teenager society.

“Choose a contemporary issue that relates to the wellness or health, and that directly impacts teenagers. It is suggested that students select something that has many viewpoints and that you believe the public should be more educated about.”

Academic standards vary for the program below due to the student choice of academic focus; however the Civic Standards apply for the Certificate for Academic Distinction.

Participating students are mentored, by at least two staff members and a community member, in an area of interest to them. Students complete comprehensive research and collect accurate, up-to-date data, on a topic of their choosing. Students are encouraged to selected topics that are important to our

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community and/or global society. These students work all year to develop a plan of action that can be put into place upon their graduation. Recent projects included the concern surrounding lack of youth voter turnout be issues that are facing society and the impact that poor nutrition can have on academic achievement; focusing on the need to improve public school cafeteria lunches.

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.

The Senior Year Service Learning Project has three components. The first component is to choose a topic, research it and write a 3-4 page paper. While these steps are not reflective, it does end up in the student becoming very knowledgeable on the topic, current trends on the issue, and current initiatives. This activity directly ties to the examining of the basic social responsibilities by analyzing public issues.

In the second component of the service learning project students are expected to create and implement an action plan. Examples may include, a presentation to a community group, a class or a group of government officials, creation of a PSA that runs on the announcements, developing a website informing viewers of the issue. This activity links to demonstrating the skills needed to accomplish public purposes.

Students are lastly required to reflect on their learning and project. In this reflection students are asked to consider what they learned, what impact their efforts will have, and what they would change if given the opportunity to do it again. This activity links examining connections between self-interest, the common good and the essential element of civic virtue.

Students in the Health Classes participate in a lunch-time health and wellness fair. It is during this time that they are able to learn if teenagers are receptive to their information and ideas for solving teen issues. At a later time students discuss and reflect on the reactions of their peers. Special attention is given, by the instructor, to the resistance, if any by teenager to take action on the issues facing them.

Students completing the Certificate of Academic Distinction present their final project/product to a panel of instructors and administrators. After their presentation the students are asked a series of questions that guide their reflection over the research process, problem solving steps taken, as well as their analysis and reflection of their final product.

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

American Government classes Service Learning Project - 12th grade
Health and Wellness Fair - 9th grade

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Certificate of Academic Distinction

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

20%

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

1325

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.).

Key Club - International Organization teaching students leadership and commitment to community

Meets Weekly - serves at least 40 hours a year to the school and local community

Interact - 60 members; sponsored by local business leaders. Their mission is to serve others and impact the greater good. This club meets weekly and holds at least one service activity a month, as well as two large "drives" as year.

National Honor Society - 180 members; this group provides vital student volunteers for tutoring, teacher classroom help, community events, and other service projects. This group carries out more than 1000 hours, collectively.

Academic Decathlon - The main function of this group is to master a variety of academic subjects. At our school the students work with other students to tutor them in areas they struggle in, they are taught to manage their own tournaments as well as plan their own team strategy.

Global Studies - This new and emerging program gives interested Seniors the opportunity to earn a recognition on their high school diploma that signifies their completion of a project that focuses on a global issues affecting communities around the world.

STUGO - A totally student driven organization that plans the majority of student activities on school campus.

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Politico's - This club provides politically interested students the opportunity to meet bi-weekly with other politically interested students. These students have worked to hold voter registration drives, promote the importance of voting and hosting candidate panels on campus.

Gay, Straight, Alliance - This new organization encourages students to recognize the importance of acceptance of individuals that are openly gay, transgendered, or in support of the lifestyles of these individuals.

Paw Print Players - Students in this club work to bring stage plays to our school's campus, as well as kid community theatres in the area.

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

Key Club - 45 students

Interact Club 60 students

NHS - 180 students

Academic Decathlon - 70 students

Global Studies - 12 students

Stugo - 38 Students

GSA - 22 students

Politico - 14 students

Paw Print Players - 24 students

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

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.

Our High School recently implemented a new program intended to build school culture and student morale. While originally created by adult staff members, choice on theme, logo, and overall program purpose was given to the student body. Students were given a vote on various mottos and mascot choices. Initially a small focus group was given many choices and the task of narrowing down the field (a primary election) and then the final four were presented to the entire student body (a general election). The final motto was "Jag Nation: We're all in!" This program is currently in its second year. Students are now given the opportunity to provide their input to the maintenance of the program. For example, students were asked their opinion on the overall effectiveness of the program, as well as to suggest

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changes to the program. These changes are being considered by the committee and will be implemented as appropriate.

Most site based school committees included student membership with the intention of providing the students a mechanism for getting their opinion to the administration. For example the Campus Improvement Team includes two student representatives. This committee is responsible to analyzing student achievement data with the purpose of creating teacher development opportunities to improve achievement.

Beginning in the Fall semester of 2013 students are now given the opportunity to take a survey on their teacher's classroom instruction, as well as the classroom environment managed by that teacher. Teachers are then required to summarize the data, reflect on the results, and create a plan of action on needed items.

Students are given a large role in decision making in terms of extracurricular activities. Each club is given the opportunity to send representatives to a monthly Town Hall meeting. At these meetings the administrator in charge of student life listens to the input of club leaders on issues such as Celebrations (Homecoming, etc.), large school wide events (the annual Prevention Convention, etc.), and behavior programs.

The school library has implemented several opportunities for student participation in the administration of the teen programs. Through the Library Teen Council, students had a roll in redesigning the teen area of the library. Students suggested, and were key to implementing, a gaming area where students could gather after school and on weekends (since the library is open to the public during that time). Students also help plan teen activities such as, Novel/Movie nights, arts and crafts sessions, and programs for summer reading.

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

Youth Town Hall meets Monthly
PBIS - Jag Nations evaluation takes student input each semester
CIT meets monthly
Student surveys on classroom environment and teaching - Each semester
Library Teen Council - Weekly

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

All Students complete classroom survey - 2561
Teen Council - appx. 12 students

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CIT - 2 representatives

Youth Town Hall - 2 reps from each club - appx 45 students

"Jag Nation" survey feedback - Entire Student Body - 2561

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.

American Government classes semester projects include:

Legislative Simulation

Students are required to write a proposed bill from the point of view of a Senator representing specific constituents. Students serve as committee members, chairpersons, party whips, etc. Students engage in debate on proposed bills. Students simulate floor action and come to a decision on the bill

Simulated Presidential Election

Students simulate the American Presidential election from nomination phase to Electoral College decision. Campaign managers, reporters, debate moderators, and candidates are all included in this simulation. Students vote upon completion to choose their executive.

School wide Democratic process activity

Mission Statement writing - All teachers are expected to take their class through the process of creating a Classroom Mission Statement:

Although not directly related to government standards, students are taught civic responsibility and democratic principles through the process of creating a class mission statement. Students must work together to write a mission statement that they can all agree to and sign off on. Because this effort takes cooperation, compromise and recognition of majority rule it can be seen as an activity in teaching the democratic process.

Student body elections - Held annually, elections included gathering signatures, campaigning, giving and listening to speeches, and finally voting on both class and student body officers.

Library teen council - Students suggest and vote on activities for the teen program at the school library.

Kids Voting - During Election years all students are provided an opportunity to take part in Kids Voting. Through the Social Studies classes students are taught the steps to register to vote, as well as given instruction on ballot initiatives and candidate profiles prior to voting.

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Student clubs governance - Each club has to create and approve a Club Constitution. For every student club dollar spent the club has to take a vote on the expenditure. Approved expenditures required a majority vote of present members. Students can change their club Constitutions, but they must follow the approved process.

Our High School recently held a seminar providing students from all grade levels the opportunity to learn how to write to their state and federal lawmakers. This session was a small part of a day dedicated to preventing dangerous teenage behaviors; Prevention Convention. The idea behind the seminar was that students often have good ideas to implement needed change related to societal issues, but may not know how to get started. By introducing them to the process of contacting a lawmaker, making them aware of the issue and suggesting a solution our school is allowing that student to, perhaps, have a roll in the democratic process.

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.

Government Class legislative simulation - each semester

Mission Statement Activity - Once a year

Student Body Elections - Once a year

Kids Voting - Once a year, on election years

Club voting on Constitution and Expenditures - on going throughout the year, at least monthly.

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

All students participate in Kids Voting - 2561

All Senior students participate in Government - 557

Appx. 400 students belong to a club or Library Teen Council, representing all grade levels

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

Legislative session committee hearing - testifying on behalf of legislation - sub provided for 1 attendee

AZ History Council Conference - school paid registration fee for 4 attendees

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ADE Day of Civic Excellence - school paid registration and sub coverage for 4 attendees

MCESA Common Core and Social Studies - school paid attendance for 3 attendees

Key Club District Training

NHS Blood Drive

Summer 2014 - Gilder Lehrman Summer Seminar