CCR & Extended School Year Support
Priority Schools 2013
Cohorts 1 & 2

School Name: **East Carter High School**

Principal: **Larry Kiser**

Amount of Request: **$79,915.00** (up to $80,000)

EAST CARTER HIGH SCHOOL
CCR & EXTENDED SCHOOL YEAR SUPPORT
PRIORITY SCHOOLS 2013
COHORT 2

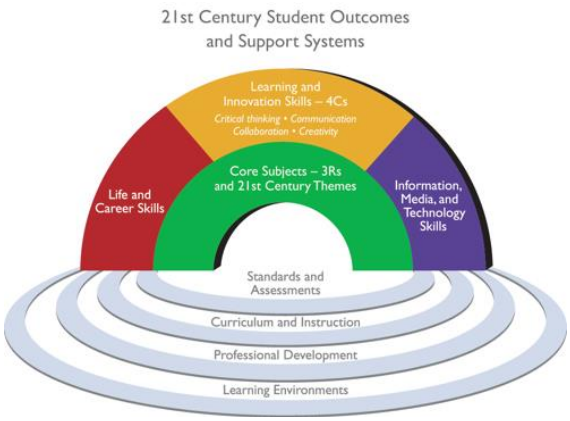
Part One: Narrative Explanation of Extended School Year Programming

1) The Extended School Grant Proposal for East Carter High School (ECHS) addresses College and Career Readiness skills through Career and Technical Education, STEM, and credit recovery opportunities for students in Grades 9, 10, and 11. It is designed to meet the learning needs of ALL students, but will focus on meeting the needs of our identified gap group. Our program will also support transition points between middle and high school, and reinforce EPAS accountability goals. All students in the College Readiness or Career Preparedness programs will be a part of project-based learning to measure the successful outcomes of the program. The Credit Recovery outcomes will be measured by attempted credits versus the credits actually earned by the students. The program will start at the conclusion of the 2012-2013 school year and be conducted for 3-4 weeks from 8:00 AM to 2:30 PM. Prior to the beginning of the extended school program, teachers will be provided professional development to successfully implement the extended school program.

In order to establish a clearly delineated plan, the proposal has been divided into College Readiness, Career Preparation, Credit Recovery, and Professional Development. By offering a multi-faceted summer school program for College and Career Readiness, greater parent and student interest will be generated, and increased learning outcomes will be achieved.

<u>College Readiness</u>

Students will be offered an engaging, rigorous, and rich curriculum that connects science and math to technology, engineering (STEM), and reading with the 21st Century Skills. Students will have authentic engagement through inquiry, research, and hands-on learning activities.



Source: http://www.p21.org/overview/skills-framework (Retrieved February 6, 2013).

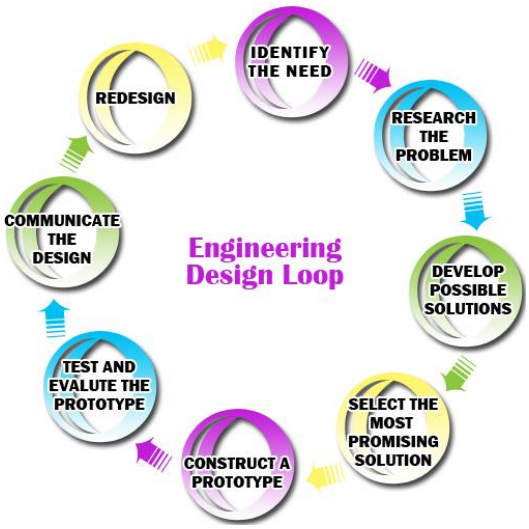
East Carter High School will work collaboratively with their educational partners to provide an extended school program aligned with the Kentucky Core Academic Standards (KCAS) while ensuring the integration of 21st Century Skills and problem-based learning through the Creative Engineering Design Loop (see source below). This model introduces students to the steps that engineers follow for product design. These include: 1) identify the need, 2) research the problem, 3) develop possible solutions, 4) select the most promising solution, 5) construct a prototype, 6) test and evaluate the prototype, 7) communicate the design, and 8) redesign (see source below). We chose this model

because we utilize the Baldridge Systems Approach at East Carter High School, and our students are familiar with the Plan, Study, Act (PSA) method. The Engineering Design Loop will support the systems approach and expand this process for students as they connect prior knowledge to real-world problem-solving steps depending on their instructional needs. For example, students would be asked what they think could happen if a large object in space, such as a meteor, asteroid, or comet, collided with the earth. They would conduct research to determine possible scenarios that could occur, participate in simulations to gather additional data, generate ideas for possible solutions, design methods for protecting our earth from these types of objects, present and critique the designs, and make needed changes (www.teachengineering.org). We believe that equipping students with these critical thinking and problem-solving skills will enable them to make connections within science, math, technology, engineering, and reading, which will positively impact student achievement in the future.

To implement our program, we will utilize community resources (engineers, scientists, medical professionals, businesses, state parks) to share and/or model how these skills are used in the real-world environment. This will serve to reinforce the connections within these content areas (STEM) and help students make applications to real-world experiences as they relate to their college and career choices.

Engineering Design Loop

A specific and iterative set of steps engineers use to organize their ideas and refine potential solutions to engineering challenges.



Source: http://www.teachengineering.org/view_activity.php?url=collection/cub_/activities/cub creative/cub_creative_activity1.xml (Retrieved February 6, 2013).

ECHS has a new state-of-the art studio classroom to support the summer program as well as SMART Clickers, SMART Boards, and electronic readers. Additionally, a classroom set of iPads is requested to support students and teachers during the extended school program and to continue the integration of

the STEM initiative into the curriculum. The iPads will provide another tool for students to have meaningful learning at their fingertips and be more focused on the desired outcomes. The iPads will provide teachers a resource to integrate technology into the lessons and facilitate student learning. Teachers will access http://www.teachengineering.org for abundant resources to provide a framework for the learning activities that will be integrated into instruction and to support project-based learning. Software applications to support the STEM curriculum will also be included in the grant proposal budget.

Potential enrichment activities, such as mini field trips to local businesses, industries, or local state parks will be embedded into the extended summer program when they are congruent to the learning outcomes for students. As an extension to our program, workshops or day camps to support STEM learning are being investigated for local availability. If appropriate workshops are available that will reinforce the learning connections that students have made during the extended summer program, then we will make arrangements for our students to attend. We believe that the opportunity to attend a day camp or workshop will strengthen the learning connections for students and serve to motivate more students to participate.

Career Preparation

Students will have opportunities to take classes to support their career pathways. The STEM curriculum centered on the Engineering Design Loop will be integrated into the career classes to reinforce 21st Century Skills and help students make connections to real-life career choices. These courses may include agriculture, culinary arts, and business. As an example, the agriculture classes could be introduced to the "greenhouse effect" and the role that engineers play in improving our environment. To integrate the problem-solving steps, students would determine a problem related to the "greenhouse effect," research the problem (technology and reading integration), develop possible solutions (science and math integration), select the most promising solution, create a solution design (engineering integration), test and evaluate the solution design, communicate the design, and make any needed changes (redesign). Students could actually visit one of our local state parks to help them do hands-on research and make connections to possible effects on our local environment.

Another example would be for students in the culinary arts classes to learn the main functions of food packaging to keep food clean, safe from physical and chemical changes, and appealing. Students would follow the design process to develop food packaging, which is a thriving industry as new products are created. To provide an enrichment opportunity and to help students make real-world connections, they could visit the local food packing plant.

Both of these are possible examples that demonstrate how we intend to integrate the STEM curriculum within our career classes and focus on developing real-world, problem-solving skills related to a variety of career choices.

Credit Recovery

This grant will offer students the opportunity to participate in the credit recovery program at East Carter High School. There are several ways that the students can participate in credit recovery for

college readiness and/or career preparedness. Two of those programs will be online—the Florida Virtual High School for any content area and ALEKS for math. Program choice will be based on student need. The other choices, depending on student need, will be credit recovery through the College Readiness or Career Preparedness classes outlined above. A credit recovery framework will be customized for each student. A list of students who did not benchmark on the EPAS assessments will be generated and each will be contacted personally to encourage participation. The programmatic expectations are for individualized help to be provided to students who are struggling with needed credits and to reduce dropout rates, which will ultimately have a positive impact on college and career readiness.

Professional Development

Prior to the beginning of our extended school program, professional development on utilizing technological tools, STEM applications, STEM instructional practices/resources, and the Individual Learning Plan (ILP) as classroom resources will be provided. Prior STEM training has been conducted for our science teachers; therefore, this additional training will contribute to the continuation of the STEM curriculum within classroom instruction. Accessing the abundant resources from http://www.teachengineering.org, which includes the framework for the Engineering Design Loop, will be included in the professional development as well as how this model will be used as an extension to PSA (the system tool with which students are already familiar). This training will be offered to all ECHS staff and required of all selected extended school program teachers.

Other

The opportunity to meet the needs of ALL students through the extended school program will be communicated through a variety of modalities including email, newsletters, radio announcement, school messaging, social media, personal contacts with parents and students, and brochures outlining the summer program.

Transportation will be provided to and from the extended school program. Transportation costs are included in the attached budget.

Budgeting for four teacher stipends is included in our grant proposal; however, meals will be provided through the Summer Food Service Program and is not part of the proposed budget.

2) Although ECHS was designated a proficient school based on the state accountability data, our 2011-2012 *Next-Generation Learners* data shows that our *Gap* points (29.7) were lowest when compared to the other NGL components—*Achievement* (55.6)*, Growth* (57.2)*, CCR Readiness (*66), and *Graduation Rate* (81.8). Further analysis of our data indicates that 24.9% of our students scored Proficient/ Distinguished in math, while 13.9% of our gap group scored at the same levels. In addition, 35% of our students scored at the Novice level in math, and 43.6% of our gap group scored at the Novice level. In science, 40.7% of our students scored at the Proficient/Distinguished levels, while 32.6% of our gap group scored at these levels. 15.9% of our students scored at the Novice level in science compared to 20.2% of our gap group students. Performance gaps are also

demonstrated in other content areas as well. Therefore, we believe that focusing our extended school program on STEM and integrating 21st Century Skills will help students make connections across content areas and gain critical thinking and problem-solving skills to help reduce our achievement gaps.

3) It is the intent of this proposal to offer extended learning opportunities for all students, but especially our free/reduced gap group. The long term goal is to ensure that through this individualized extended program, every student feels confident that he/she is being prepared for college and/or a career, that high school graduation is attainable, and that dropping out of school is unacceptable. Through these STEM-based learning experiences, we expect to move our students toward mastering the critical 21st Century Skills, accepting ownership of their college and/or career goals, and giving them confidence that they can reach those goals. We intend for this program to positively impact student achievement long after the program is completed and to provide students with a toolkit of problem-solving strategies to use across all content areas as well as in real-life situations. Relative to the state accountability system, our goal is for this program to better prepare our students for grade and/or content specific assessments and to help them progress toward college and/or career readiness.

   In addition, we have applied for an Advance Kentucky Grant to increase teacher efficacy through professional development and to expand the number of Advanced Placement (AP) courses for all students. If selected for this grant, we strongly believe our extended school program is designed to provide students with prerequisite critical thinking and problem-solving skills that will encourage participation and foster success in AP classes.

4) Names/Qualifications of Persons Monitoring and/or Administering Extended School Year Program:

Administrative Personnel	Teachers *(To Be Determined)*	Other
Larry Kiser, Principal	1 CTE Teacher	Julia Rawlings, ERL
Ben Fritz, Dean of Students	3 Math/Science Teachers	Jeanne Crowe, ERS
Bill Billman, School Counselor	1 Reading Teacher	Coletta Parsley, ERS
		Judy Dotson, Supervisor

Mr. Kiser and Mr. Fritz will oversee the day-to-day implementation of our extended summer program. Mr. Billman will provide academic and/or career counseling when needed and provide assistance with using students' *Individual Learning Plans* as instructional tools. Mr. Kiser and Ms. Rawlings, with assistance from the ER team, will arrange for the appropriate professional development in order for teachers to implement a quality extended school program for students, arrange for the appropriate field experiences, and assist the principal in monitoring the implementation of the program. The teachers will provide a quality instructional program for our students based on the model described in this proposal.

Part Two: Examination of trend data for Extended School Year Programming

Please include any data tables and/or analysis you have used to determine the programming for the requested funds for the extended school year programming grant.

School Report Card Data

Next-Generation Learners (NxGL)

Next-Generation Learners is one of three components of Kentucky's accountability system. The component includes multiple measures of student performance on tests and student accomplishments of graduation and readiness for college or career. Reporting is organized into five categories: Achievement, Gap, Growth, College/Career Readiness and Graduation Rate.

Next-Generation Learners	Achievement		Gap		Growth		College and Career Readiness		Graduation Rate		Total
	Points	Weighted Score	Points	Weighted Score	Points	Weighted Score	Points	Weighted Score	Points	Weighted Score	Weighted Score Summary
High School	55.6	11.1	29.7	5.9	57.2	11.4	66.0	13.2	81.8	16.4	58.0

Achievement

Achievement reports student performance in the five content areas of reading, mathematics, science, social studies and writing (on-demand and language—editing and mechanics). A formula awards points based on the student performance levels of Novice, Apprentice, Proficient and Distinguished (NAPD). Accountability is based on students enrolled a full academic year (100 days).

Level - Performance Type		Reading	Mathematics	Science	Social Studies	Writing	Language Mechanics	Total Points
High School	NAPD Calculation	57.6	45.0	62.5	48.8	64.8	60.0	
	Points	11.5	9.0	12.5	9.8	10.4	2.4	55.6

Gap

Gap creates a single student gap group that includes students with membership in the following groups as required by federal guidelines: African-American, Hispanic, Native American, students with disabilities, poverty (qualified for free or reduced price lunch) and limited English proficient. The student performance levels of novice, apprentice, proficient and distinguished are reported for this non-duplicated group. Accountability is based on students enrolled a full academic year (100 days).

Level - Performance Type		Reading	Mathematics	Science	Social Studies	Writing	Language Mechanics	Total Points
High School	NAPD Calculation	42.9	13.9	32.6	25.5	33.3	36.1	
	Points	8.6	2.8	6.5	5.1	5.3	1.4	29.7

ACT Trend Data-High School

School Year	School Name	English Average Score	Math Average Score	Reading Average Score	Science Average Score	Composite Average Score
2009-2010	East Carter	16.8	16.7	18.0	17.2	17.3
2010-2011	East Carter	17.1	17.5	18.0	18.1	17.8
2011-2012	East Carter	17.3	17.5	18.6	17.8	17.9

PLAN Trend Data-High School

Year	District Name	School Name	English Average Score	Math Average Score	Reading Average Score	Science Average Score	Comp. Average Score
2009-2010	Carter	East Carter	15.0	15.3	15.5	16.6	15.7
2010-2011	Carter	East Carter	14.8	15.6	15.1	16.5	15.7
2011-2012	Carter	East Carter	15.3	15.6	16.4	17.6	16.4
2012-2013	Carter	East Carter	17.0	16.9	17.2	18.0	17.4

EXPLORE Trend Data-Middle School

Year	District Name	School Name	English Average Score	Math Average Score	Reading Average Score	Science Average Score	Comp. Average Score
2009-2010	Carter	East Carter MS	13.9	14.3	14.0	16.1	14.7
2010-2011	Carter	East Carter MS	13.5	15.0	14.3	16.1	14.8
2011-2012	Carter	East Carter MS	14.0	15.2	13.8	15.6	14.8
2012-2013	Carter	East Carter MS	15.4	15.9	15.1	17.0	16.0

KPREP/EOC A/B Results in Percentages (State Benchmark with Constructed Response)

	Baseline 2010-2011	2011-2012
English II	(Reading 10th) 65.45%	**69% (51%)**
Algebra II	(Math 11th) 35.71%	**59% (24%)**
Biology	(Science 11th) 43.41%	**71% (40.4%)**
US History	(Social Studies 11th) 39.01%	**35% (36.4%)**
On-Demand Writing Grade 10 & 11	(12th) 17.22%	10th – 39.2% 11th – 40.2% 10th Lang Mech: 39.6%

College Readiness Report (from Quarterly Report 12/2012)

	Baseline Spring 2011	Spring 2012	
ACT **% Below CPE Benchmarks**	English: 54.4% Reading: 74.1% Math: 85.5% Science: 89.6%	Graduating seniors final percentages below benchmark: English: 34% Reading: 38% Math: 32%	
% Seniors with Interventions	16%	**JAN/FEB – Tri 1 & 2** 59% - 95/162	**Tri 3:** 65% - 110/169
% Seniors with Interventions Passing College Placement Exams	Reading:10% (4/41) Math: 12.5% (5/40) Taking COMPASS test	**JAN/FEB** COMPASS/KyOTe: English: 29% - 7/24 Reading: 55% - 11/20 Math: 27% - 19/71	**MAR/APR/MAY** **We are at 66% up from only 27% last year.**

Part Three: Collaboration and Budget for Extended School Year Programming

Please list the names and roles of all parties who collaborated to develop this plan.
Leadership Team Members:

Ronnie Dotson, Superintendent
Larry Kiser, Principal
Veronica Braun, Assistant Principal
Ben Fritz, Dean of Students
Sheila Porter, Counselor
Bill Billman, Counselor
Hager Easterling, School Administrative Manager
Julia Jackson, Math Department Chair
Bernard Kouns, Social Studies Department Chair
Lynn May, Science Department Chair
Wendy Potter, English/Language Arts Department Chair
Aundra Shearer, Practical Living/Career Studies Department Chair
Ben Hawkins, Arts & Humanities Department Chair
Courtney Martin, Reading Department Chair, ESS Coordinator
Robin Trimble, Special Education Department Chair
Julia Rawlings, ERL
Jeanne Crowe, ERS – Literacy
Coletta Parsley, ERS – Mathematics

Steve Stubbs – Principal, Carter County Career and Technical Center
Judy Dotson – Instructional Supervisor, Carter County Schools

EAST CARTER HIGH SCHOOL 100% COLLEGE CAREER READY

BUDGET NARRATIVE: CCR & Extended School Year Support 2013

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
1202118-0113	**Other Certified Salary**	**$18,060**
For this budget allocation, we would be employing five certified teachers for four weeks to provide daily instruction for students in the areas math, science, technology and career/technical education.		
MUNIS CODE:	**DESCRIPTION OF ACTIVITY:**	**GRANT REQUEST:**
1202118-0130	**Classified Regular Salary**	**$6,720**
For this budget allocation, we would be employing 3 bus drivers for four weeks to pick up and take home students who will be attending extended school opportunities – this will also include bus services to student workshops/camps that occur outside the extended school calendar.		
MUNIS CODE:	**DESCRIPTION OF ACTIVITY:**	**GRANT REQUEST:**
1202118-0894	**Field Trips**	**$8,430**
For this budget allocation, we would be utilizing Carter County bus services for four weeks to pick up and take home students who will be attending extended school opportunities – this will also include bus services to student workshops/camps that occur outside the extended school calendar.		
MUNIS CODE:	**DESCRIPTION OF ACTIVITY:**	**GRANT REQUEST:**
1202118-0338	**Registration Fees**	**$3,000**
For this budget allocation, we would be providing registration fee payments for extended school students who would be participating in the Career Readiness track to attend summer enrichment camps and workshops in their selected CTE field.		
MUNIS CODE:	**DESCRIPTION OF ACTIVITY:**	**GRANT REQUEST:**
1202118-0335	**Other Professional Consultant**	**$5,750**
For this budget allocation, we would be providing 3 days of professional development to train teachers in STEM initiatives and College/Career Readiness Preparedness sessions to increase their effectiveness at delivering instruction and coaching/mentoring students toward CCR.		
MUNIS CODE:	**DESCRIPTION OF ACTIVITY:**	**GRANT REQUEST:**
1202118-0531	**Other Purchased Services: Postage**	**$200**
For this budget allocation, we would be using postage to send home communications to parents regarding extended school opportunities.		

MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
1202118-0541	Other Purchased Services: Radio/TV advertising	$100
For this budget allocation, we would be using radio ads to communicate with parents regarding extended school opportunities.		
MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
1202118-0542	Other Purchased Services: Newspaper ads	$200
For this budget allocation, we would be using newspaper ads to communicate with parents regarding extended school opportunities.		
MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
1202118-0610	General Supplies	$14,200
For this budget allocation, we would be purchasing a variety of general supplies, as described in the grant narrative, for implementing STEM project-based learning units.		
MUNIS CODE:	DESCRIPTION OF ACTIVITY:	GRANT REQUEST:
1202118-0738	Instructional Equipment	$23,255
For this budget allocation, we would be purchasing instructional equipment items, as described in the grant narrative, for implementing STEM project-based learning units.		
		Total GRANT REQUEST:
		$79,915

Superintendent or Designee

Signature: Ronnie Dotson Date: 02-15-2013

Building Level Principal

Signature: Larry Kiser Date: 02-15-2013