

## Promising Practice Capture Sheet

**School:** Unaka High School

Rural  Suburban  Urban

**District:** Carter County Schools

Region: First Tennessee

**Practice:** Supervised Agriculture Experience: Drop Collaborative

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**Connection to Strategic Plan:**

<b>Goals:</b>	Top Half of States on NAEP – 4th and 8th Grade Math and ELA		State Average of 21 Composite ACT		55% of the class of 2020 obtains postsecondary credential
<b>How best practice addresses:</b>					
<b>Priority Areas:</b>	Early Foundations	Empower Districts	Support Educators	High School Bridge to Postsecondary	All Means All
<b>How best practice applies:</b>				Prepares students by providing experiences embedded in work-based learning and connected to local industry and postsecondary needs.	

**Practices:**

- Culture                       Instructional    Training/PD                       Increased student achievement results
- Accountability               Programmatic               Policy Change                       ACT    TNReady/EOC/TVAAS    NIC    EPS
- Funding                       Other:                       Decreased remediation and/or subgroup gaps

**Project Specific Indicators:**

- Increased student readiness results (non-academic)
- Increased partnerships / alignment
- Increased participation / program growth

**The Challenge:**

To offer work-based learning experiences for students that support classroom experiences and career and technical student organization activities.  
Empower community involvement by providing community outreach and community service opportunities for the students and the school.  
Market high school programs to students in elementary and middle schools.

**The Vision:**

The vision of the drop collaborative was to connect workforce opportunities through community involvement to provide robust work-based learning experiences to students reinforcing soft skills such as responsibility, time management, teamwork, dependability, and attendance.  
Ensure workforce opportunities support high school and/or postsecondary programs.  
Work with elementary and middle schools to get younger students exposed to high school CTE offerings.

**Action Steps Taken / Summary of To-Do's:**

- Developed specific goals for the Supervised Agricultural Experience (SAE).
- Developed a timeline for the collaborative, and planted the crops.
- Developed questionnaires and gained feedback for improvement from community and industry partners
- Continued to develop and expand the experience for the students who participate in SAE.
- Through the Drop Collaborative, a mentorship program in which our feeder schools could gain an understanding of the agriculture program was implemented. Program currently has one of the only state of the art custom meat processing shops in Tennessee.
- Through the mentorship program, the idea of "Drop by the Farm" day was developed. This program brings the head start and pre-K students from feeder schools to the farm to learn about the daily operations of a farm. The students from SAE and the FFA chapter host this day, making young students and community members more aware of the programs available at Unaka High School.

**Lessons Learned: *Include advice on start-up and sustainability***

- When the land was offered, we had to move fast on the opportunity, especially since the land owner lived out of state. We addressed specific liability issues between the land owner and school system.
- Time is needed for organizing and pre-planning is necessary.
- Training and paperwork involved to offer as a work-based learning opportunity.
- Money for expenses. We are looking at writing some grants for sustainability for the future.
- Communications with stakeholders are crucial and need to be continual.

**Communications:**

- Landowner lives out of state– so we made conference calls
- Emails between stakeholders.
- Conversations between agriculture teacher/CTE principal and feeder schools to prepare for “Drop by the Farm” day.
- Correspondence- follow-up feedback form

**Stakeholder Management:**

- Providing opportunities that support specific goals of SAE and the collaborative.
- Seeking input from feeder schools to provide learning experiences which are conducive to pre-K students.
- Seeking input from local advisory members that supports learning opportunities for students in SAE.
- Seeking input from community and stakeholders that provides continuous support from local community member involvement.

**Metrics & Measurements:**

Baseline Data	Progress to Date	Goals
<p>Due to this being a first year program, we will use future school wide data to align baseline goals to meet target areas and establish goals for increased enrollment.</p>	<ul style="list-style-type: none"> <li>• Student awareness/interest in enrollment increased from Fall to Spring Enrollment.</li> <li>• Community awareness increased through community outreach. Over 500 lbs. of food donated to local food bank.</li> <li>• Participation in “Hunters for the Hungry” program.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide community outreach and service opportunities to students to foster a sense of pride and culture in the Stoney Creek Community.</li> <li>• Provide an extension of the classroom environment to promote a linkage with standards.</li> <li>• Create opportunities to prepare students for industry and postsecondary by providing opportunities to learn needed skills through work-based learning.</li> <li>• Increase enrollment in high school CTE programs.</li> </ul>