Annette Crum
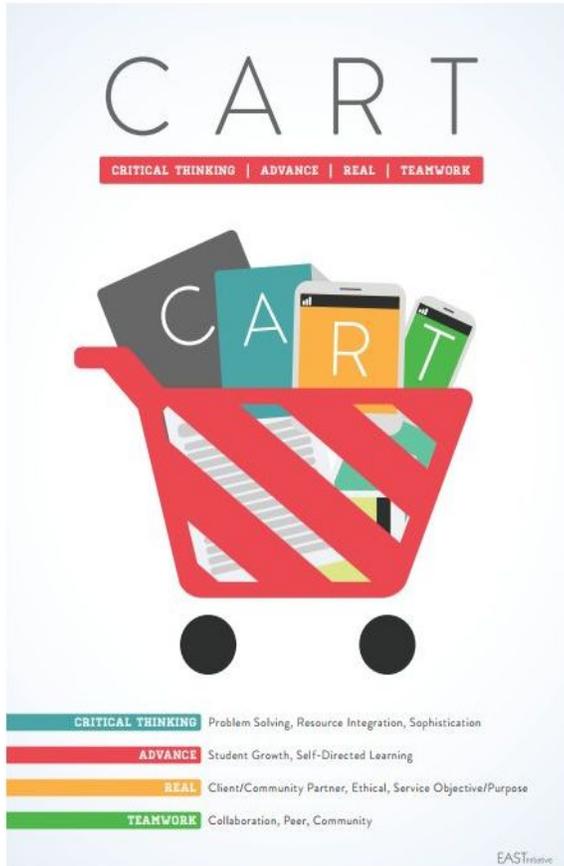**EAST @ Wynne Junior High School**
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For EAST AMI Days 6-10:

There is one article for each day. Complete in order. Start with, "Southwood High Students Developing Bus App for Caddo Schools," recently reported in Louisiana. Using evidence from the text, explain how this project profile meets the requirements of CART. (C-Critical Thinking, A-Advance, R-Real Problems, T-Teamwork)Use a different paragraph for each of the four. Repeat the process on days 7-10 for the subsequent articles. Submit your completed work in the AMI Folder through your EAST Google Classroom.

DAY 6

Southwood High students developing bus app for Caddo Schools

By Maranda Whittington | March 3, 2020 at 4:02 AM CST - Updated March 3 at 6:06 AM

SHREVEPORT, La. (KSLA) - Students in Caddo Parish are working on ways to help keep parents informed about their children when they ride the bus.

Last year DeSoto Parish Schools released a new bus tracking app for parents, and over in Bossier Parish, the school system created an alert system.Now three students at Southwood High School are developing an app for students and parents in Caddo Parish."Somebody one day just came up with the idea," said teacher Lloyd Rushing. "You know mom is always complaining that the bus is a half-hour away, where is the bus, and they go 'hey we'll just make an app that says where the bus is.'"Rushing says the students have been working on this app for over a year as part of their school's EAST program.

EAST stands for educated accelerated through service and technology and is a program that allows students the opportunity to create projects using high-end technology.These students discovered the MIT app inventor and began working on their app."It was basically find every bus," said junior Cecil Godejohn. "(We would) mark it on a map and when the bus was going on a route it would show up on a little map where we had students on it,

so you can just track whatever bus your student should be on."Godejohn says the app soon developed into more of a way for parents to find their specific student.

Students can download the app and send their location to those in their contact list. Sophomore Ryan Vallia-Towe says they are hoping to present this to the district once they finish the app."Once we get it completed and on the app store we're wanting to get it working with Raspberry Pi's," he said. "(We want) to put the Raspberry Pi's on the buses to where every time it stops it sends a location... to (the transportation director) and to their computers."

Freshman Whitney Jones has also been working on the app and says creating the app was challenging at first. "I was a little confused and didn't understand what I was doing, and now I have a better understanding of what I'm doing and the process of what I'm doing," she said.

Right now the app is available for those who have androids, but they are hoping to have it available for those who have iPhones by the end of this year.

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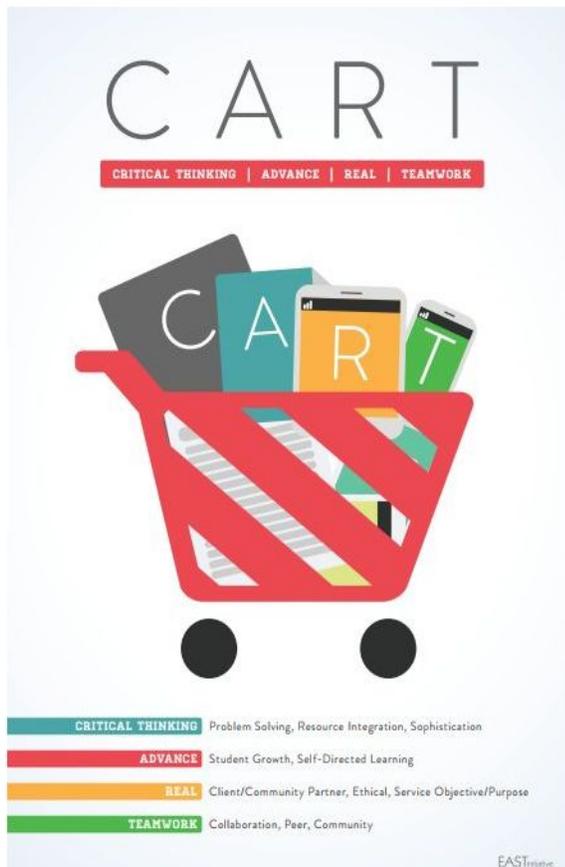
Day 7

Using evidence from the text, explain how this project profile meets the requirements of CART. (C-Critical Thinking, A-Advance, R-Real Problems, T-Teamwork) Use a different paragraph for each of the four. Submit your completed work in the AMI Folder through your EAST Google Classroom.

Cinderella Project gives back to local high school students

Mary Hall considers herself lucky. "I receive dresses both my junior and senior year from the Cinderella project in our local area and it gave me the opportunity to go to prom where I might not have been able to before. '

For the 14th year Cinderella project in upstate New York will provide prom dresses to local high school students for free. In exchange for volunteering their time, girls can pick from a selection of donated dresses just in time for Spring proms and dances. Additionally, once a

dress is decided upon, the girls can also look through accessories like shoes, handbags, and jewelry that may match the dress they have selected.

Becca Livingston started this project with a group of girls who wanted to share their pageant dresses with others. This project has been passed down from class to class giving hundreds of girls an opportunity to dance their night away like a princess.

All of the dresses donated are cleaned and stored each year prior to selection days before the dances. "It has really been amazing the number of girls who will turn the dresses back over each year after they have used them. It gives us an opportunity to make magic happen for another young lady." comments Christy Nabors, a volunteer.

Lakyn Burkhardt, a dress recipient, says, "The project means a lot to the girls... it's an experience that you can't really replicate in high school. It's something that everybody should have the opportunity to experience and for some people not to be able to have the money to be able to do it, this is giving them that chance to really have a night that they can have a good time with their friends, with their date, and for seniors, it's a time they can celebrate their accomplishments and fondly remember the place that many of them have been at for the last 12 years."

The Cinderella staff consists of about 20 volunteers. Burkhardt says, "They're not your regular everyday volunteers in that they're not just in there to show you in get you out. They actually want to make sure that you know you feel like a princess on that day."

In the past 14 years, the project has given out more than a thousand dresses including a hundred and twenty five just last year alone. Although they have an average inventory between 800 and a 1000 dresses, they could always use more. This year's project coordinator, Megan shared, "We tend to get a lot of dresses in the smaller sizes 0-8, but we often need dresses in sizes 10 and up. We hate to turn anyone away just because we don't have a dress in their size."

Livingston, one of the project's founders, now lives in Pittsburgh. On a phone call to the "Street Beat", "It's about empowering and inspiring young women. It is so much more than just a dress. It is about showing young women in the community that there are people that care for them."

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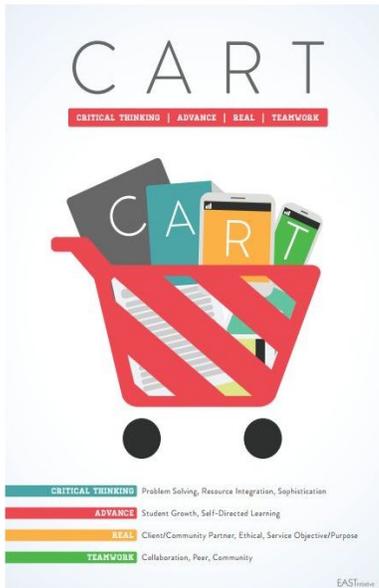
Day 8 Using the information about one of our own projects, explain how this project profile meets or does not meet the requirements of CART. (C-Critical Thinking, A-Advance, R-Real Problems, T-Teamwork) Use a different paragraph for each of the four.

Wynne Community Gardens: Team members: Victoria Witcher, Cheyenne Turnbow, and Thy Truong

Back in September 2019, 3, 3rd period EAST students started brainstorming for a problem to solve in their community. Looking at our industry, social makeup, and overall community climate, Victoria, Cheyenne, and Thy decided on trying to establish a community garden in our city.

The team spent weeks learning about the types of plants that would grow well in our climate. Additionally, the team researched areas in the city that would benefit from a community garden. The girls called the Masters Gardeners of the area and received positive feedback from their members with assurances of support as the project moved forward. Also, the team reached out to Matthews Produce in Wynne and learned that there was a department in that local industry that studied regional soil and produce market trends to determine what they would plant each year. Support was also promised as the team moved closer to planting.

Assessing a bit of land to have the garden seemed to be the most important task to nail down. The team reached out to the Mayor of Wynne, local real estate brokers, and land owners with no success. The team also reached out to the Wynne Intermediate School because it had been rumored that their school garden had laid dormant in recent seasons and that maybe, the girls could take over that area to plant and grow items. However, all the efforts fell short of providing a place to put down some roots.

At the suggestion of someone overhearing about the search for land, the question was asked, "Why not try to start a garden at the Junior High campus?" This "ah-ha" moment put in motion, asking the principal of the campus for permission to plan/develop a garden on our campus, and then getting the permission of the Facilities Management for Wynne Public Schools. Permission was granted and a site on campus was determined. One stipulation was set out. The garden had to be planted in boxes above ground. The team could certainly live with that.

Little did the team know that a high school student was working on his own community garden. Faced with some of the same challenges as our team had struggled, the team was able to meet with the high school student, discuss challenges, solutions, and the best part….agreeing to work together on both projects as to give support and encouragement. The combined group exchanged information about materials and seeding practices as we get closer to planting season. Additionally, contact information was given to our group for wooden planks that can be used to build the boxes for the planters. The team has researched gardening apps that would help in soil and watering management of the garden and are working on a design and layout for the garden boxes. The team hopes to have initial layout and materials in place before the end of April 2020.

Day 9

Answer the following questions in complete sentences about your experience in EAST.

Skill Research/ Skill Exploration

1. What skill have you focused on this year? (If you have explored more than one skill, pick one)

2. Why did you choose to learn about this skill? (Three or four complete sentences)

3. How can your skill be used to help with an EAST project? Remember EAST projects have a problem and possible solutions. (Three or four complete sentences)

4. What challenges have you experienced?

5. Describe how you have grown/advanced or what you have learned.

Day 10

Journal

Choose one prompt below. Circle the one you choose and respond with no less than 15 sentences. This is an expository writing with an Introduction, Body, and Conclusion. Remember to use good writing techniques to express your thoughts clearly. Transitional phrases are encouraged. Use additional paper if needed.

1. Life is a challenge. Describe a challenge that you have faced and how you have overcome that challenge.

2. Even the worse, most awful weeks are not bad 24 hours a day. Think of a few things that happened in your most challenging week that looking back you were grateful for.

3. If you could have any super power, what would it be and why? For this one you must use reasoning to convince your reader why the super power you pick would be beneficial to you.