District Infrastructure & Model School Project
Narrative and Data Form

Please respond to all items; this form is a required component of the proposal.
Boxes will expand to accommodate text. Do not exceed specified word limits.

Name of School, if applicable	Department of Safe Schools
School District	School District of Palm Beach County
Amount Requested	$ 9,000
Project Title	(Project title must include the phrase "Learn & Serve" within it) Helping Hands Learn & Serve in Palm Beach County
School-level, or Day-to-Day Coordinator	Beth A. Lefler, Service Learning Coordinator
E-mail Address	Leflerb@palmbeach.k12.fl.us
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1. PROJECT ABSTRACT

- Provide a brief project summary that describes planned activities, participants, projected impacts, and the scale of planned efforts.
- *Limit to 200 words.*

The building of a truly supportive infrastructure for service learning continues to be challenging within the School District of Palm Beach County. With this in mind, next year's activities are designed to take advantage of strong service learning leaders at four diverse schools in the county. Each school site will have a designated Service Learning Lead Teacher who will mentor, along with the Service Learning Coordinator, additional teachers who are committed to implementing quality service learning in their classes. All involved teachers (22) will receive top-notch in-service training from Florida Learn and Serve in the early fall of 2007. These teachers will experience continued guidance and support so that the goal of project success, reading improvement for all, is realized. Not only will the participating students and recipients of service benefit from these projects, but so will these teachers through supportive, collegial relationships.

Reading improvement will be the primary focus for all 22 projects. As the gateway skill of reading is so vitally important, eleven of the 19 projects will occur with elementary school students, six of which will target 3rd graders. The remaining projects will be concentrated primarily in the 6th, 9th and 10th grades.

2. 2007-08 PROJECT PLANS

- Estimate the number of students in each grade level who will conduct service-learning activities as part of this project during the 2007-08 school year.

	Kindergarten		1st Grade		2nd Grade	120	3rd Grade	40	4th Grade
40	5th Grade	80	6th Grade		7th Grade		8th Grade	60	9th Grade
60	10th Grade		11th Grade		12th Grade				

400	Total Number of Students Conducting Service-Learning Activities

- Estimate the average number of service-learning hours each student will provide as part of this project during the 2007-08 school year. Each student must provide an average of at least 20 hours per semester.

36	Average Number of Service-Learning Hours per Student during School Year

14,400	Total Number of Student Service-Learning Hours

Total # of Students Conducting S-L Activities x Average # of S-L Hours per Student

96,048	Total Monetary Value of Student Service-Learning Hours

Total # of Student S-L Hours x $6.67 per Hour

Recipients of Service from Service-Learning Activities

- Estimate the number of people in each category who will be served by service-learning activities as part of this project during the 2007-08 school year.

1350	Pre-K – Elementary School	1200	Middle School	1900	High School
	Higher Ed	200	Other Adults		

4650	Total Number of People Served by Service-Learning Activities

Adult Volunteers in Service-Learning Activities

- Provide information on anticipated adult involvement in service-learning activities, as applicable, during the 2007-08 school year.

60	Number of Faculty, Teachers, and Staff Participating in this Project
	Number of AmeriCorps*VISTA Members Participating in this Project
15	Number of Other Adult Volunteers Participating in this Project (Includes College Students Doing Service-Learning)
75	Total Number of Adult Volunteers Participating in Service-Learning Activities

Service-Learning Activities

- Place an "X" in the box that best describes the frequency of service-learning activities planned for this project during the 2007-08 school year.

	Daily		Monthly
X	Weekly		Other *(describe)*

66	Number of Planned Service-Learning Activities

Narrative Description of 2007-08 Project Plans

- Identify and describe the needs (academic or other) of students serving and of the community(ties) to be served by the project.

- Describe planned service-learning activities and/or infrastructure building efforts, including how they will build upon 2006-07 efforts. Clearly indicate how these activities will address identified needs and link with course assignments, curricula, and assessments. Describe student roles.
- Provide a clear timeline of activities and benchmarks for the 2007-08 funding year, either in the narrative or as one of the six pages of allowed applicant attachments.
- Describe how the project will create the programs, financial support, staff, partnerships, and links with school and district policies needed to improve, expand, and sustain service learning.
- Describe how the project will disseminate and market successes through assistance, information, training, resource materials, site visits, or other activities.
- Describe how the project will be coordinated. What/how much support will be provided by the school district?
- Identify key partners within schools, institutions of higher education, and community organizations. Describe how proposed project partners will participate in project planning, implementation, and evaluation.
- (Optional—Districts only.) If seeking bonus funds for (up to $10,000) teacher education/training initiatives, detail proposed activities.
- *Limit to 1,500 words.*

Reading improvement continues to be a critical need for Palm Beach County students, especially those students living in low-income, high poverty neighborhoods. In an effort to ameliorate this problem, over half of the planned projects will occur in neighborhoods of squalor, violence, and the reality of inner-city poverty. Reading improvement will be the primary focus for all projects. As the gateway skill of reading is so vitally important, eleven projects (half of the 22 planned day school projects) will occur with elementary school students, six of which will target 3rd graders. The remaining projects will be concentrated primarily in the 6th, 9th and 10th grades.

Most projects will serve their school and neighborhood communities by having the serving students mentor/tutor/facilitate the learning of younger or lower performing students. This type of partnership is especially good at increasing not only reading skills, but also self-efficacy for older struggling students who then function as expert tutors/reading buddies/mentors to younger students. For many students, this will be a role they have never held.

In addition to our school-based service learning projects, last year the Department of Safe Schools took the bold move of beginning the integration of service learning into the after school hours for elementary and middle school students throughout the county. Last year's work will be expanded by guiding a minimum of 18 after-school sites through the service learning project process. These projects, like the 22 school day projects, will focus on the need for reading improvement. After-school projects will have an even greater opportunity to take advantage of youth voice and to strengthen youth leadership skills by allowing youth to try on various roles and drive decision-making throughout the project process.

Project success will be marketed and disseminated through a Service Learning Project Fair at the 7th Annual Single School Culture Conference to be held at the Palm Beach County Convention Center in April 2008. This conference regularly draws close to 1000 teachers and hosts numerous acclaimed and nationally known speakers. If schedules can be arranged, the conference will also feature a service learning breakout session by

Joe Follman, Assistant Director Florida Learn & Serve. Dissemination activities will also occur through the School District of Palm Beach County's website which will feature service learning projects and resources. Prime Time Palm Beach County will showcase after-school service learning projects via their website and Providers' Meetings. Site visits will be conducted regularly with a minimum of three site visits to each project. The Service Learning Coordinator will meet with all Service Learning Lead Teachers throughout the school year and will also provide support through phone calls and email. The Service Learning Coordinator (SLC) will establish and maintain frequent communication with all service learning project practitioners so that they are supported and encouraged while navigating their projects.

Prime Time Palm Beach County, Inc. is a non-profit intermediary organization dedicated to quality school-age after-school programs. Prime Time is highly committed to the value of service learning and believes that this process can empower youth to see their worth as contributing members of society and thereby, strengthen their feelings of civic responsibility and efficacy. Our hope is that this initiative will increase participation in after-school programs and help students to develop a commitment to their own local communities. This sense of empowerment and importance is a powerful tool in developing youth leadership in our agencies, schools, and our communities. Prime Time will host monthly after-school provider meetings in conjunction with the Service Learning Coordinator to discuss project movement, challenges, and successes and recruit new sites for project implementation. The Service Learning Coordinator will coach project staff through their project activities and prepare quarterly reports on the status of this initiative. Prime Time is eager to disseminate project successes and resources through their meetings, website, and community contacts. Prime Time will host an After-School Jamboree in December and May where all service learning project participants, after-school site projects and day school projects alike, will be invited to celebrate, share project success, and reflect on their experience in service.

Boca Raton's Promise continues to assist students in implementing community service activities, rallies, and recognition events in Boca Raton. Boca Raton's Promise is working to raise the number of service opportunities available to students in the southern part of Palm Beach County, while the Service Learning Coordinator provides technical assistance and resources to enable students to get more out of their service experiences than just the accumulation of service hours needed for graduation.

- Describe any products to be created as part of this project's service-learning activities during the 2007-08 school year.
- *Limit to 200 words.*

Tutoring/mentoring projects will create student made products that enable them to tutor others such as story books/booklets/flash cards. Advocacy projects will create booklets to be placed within their school's media center for use by students and teachers. All projects will create a scrapbook documenting the steps of their project through photographs, journaling, and artwork.

Outreach Activities

- Provide information on outreach activities that will be conducted as part of this project during the 2007-08 school year. Indicate the number of each type of activity undertaken as part of this project.

2	Trainings	5	Public Presentations
66	Site Visits	X	Other One-on-one teacher trainings as requested.

Curricular Integration of Service-Learning

- Provide the name(s) and grade level(s) of course(s) into which service-learning will be integrated, along with the estimated portion of the course grade that will be based on service-learning activities.

Name of Course(s)	Grade Level(s)	% of Grade	
Elementary General Education	3-5	Min. of 25	%
Elementary ESE	3-5	Min. of 25	%
M/J Social Studies	6-8	Min. of 25	%
M/J Science	6-8	Min. of 25	%
Language Arts	6-12	Min. of 25	%

Sunshine State Standards Addressed

- List the primary (no more than five) Sunshine State Standards the project will address during the 2007-08 school year.

1. Reading Standard 1: The student uses the reading process effectively. LA.A.1.2
2. Reading Standard 2: The student constructs meaning from a wide range of texts. LA.A. 2.2
3. Writing Standard 1: The student uses writing processes effectively. LA.B.1.2
4. Writing Standard 2: The student writes to communicate ideas and information effectively. LA.B.2.2
5. Literature Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama.LA.E.2.3

- Indicate how the achievement of standards will be measured.
- *Limit to 150 words.*

Fall and Winter SRI scores will be used to measure and document increased lexile growth for both serving, and served participants in grades 3-12. For recipients of service in grades K-2, Reading Running Records will be used to measure and document reading growth. Project specific, teacher initiated tests, quizzes, assignments, and rubrics will also be used as additional measures of achievement.

Florida State Board of Education Strategic Imperatives

- Indicate which State Board of Education strategic imperative performance measure(s) (www.fldoe.org/Strategic_Plan/pdfs/2005-07_StratPlan.pdf) will be addressed.
- *Limit to 100 words.*

Strategic Imperative 3: Improve student rates of learning and independence.

All projects will contain an explicit Reading component aimed at increasing Reading skills and thereby support Strategic Imperative 3: Improve Student Rates of Learning.

<u>Budget</u> – Use DOE 101 Budget Narrative Form

- Develop a budget that reflects objectives and proposed costs of the project, explains/justifies major requests, and is focused directly on addressing identified needs.
- Use the DOE Form 101 to provide budget information.
- Expenses must be accurate, realistic, and clearly related to project needs, activities, and projected outcomes.
- Provide detailed justification under each category and not just calculations.   Items that are not explained may be reduced or cut.
- *See Fiscal Requirements in the RFA (p. 3) for more details.*
- (Optional – Districts only) District bonus applicant detail costs for special teacher education/training initiative.

<u>Matching Funds</u>

- Describe and calculate the required 100% partner contributions and match. Include names of partners, types/forms of match, and value of match.
- *Limit to 250 words.*

Prime Time Palm Beach County is generously supporting service learning for the second consecutive year with a cash match of $20,000 toward the salary of the Service Learning Coordinator.

The School District of Beach County continues to employ a full-time Service Learning Coordinator and the Department of Safe Schools, Middle School After-School Program will be providing an additional cash match in the amount of $34,000 in order to fully fund this position.

The Department of Safe Schools will also provide a cash match of $2,000. $1,000 of this money will support three character education related service learning projects, while the remaining $1,000 will be used to pay school bus transportation expenses for project field trips.

2. 2006-07 PROJECT ACTIVITIES

<u>Students Conducting Service-Learning Activities</u>

- Report the number of students in each grade level who conducted service-learning activities as part of this project during the 2006-07 school year.

	Kindergarten		1st Grade		2nd Grade	115	3rd Grade	31	4th Grade
	5th Grade	19	6th Grade	52	7th Grade	144	8th Grade	274	9th Grade
43	10th Grade	29	11th Grade	11	12th Grade				

718	Total Number of Students Conducting Service-Learning Activities

- Report the average number of service-learning hours each student provided as part of this project during the 2006-07 school year. Each student must provide an average of at least 20 hours per semester.

20	Average Number of Service-Learning Hours per Student

14,360	Total Number of Student Service-Learning Hours
	Total # of Students Conducting S-L Activities x Average # of S-L Hours per Student

$95,781	Total Monetary Value of Student Service-Learning Hours
	Total # of Student S-L Hours x $6.67 per Hour

Recipients of Service from Service-Learning Activities

- Report the number of people in each category who were served by service-learning activities as part of this project during the 2006-07 school year.

2366	Pre-K – Elementary School	2890	Middle School	2850	High School

	Higher Ed	572	Other Adults

8678	Total Number of People Served by Service-Learning Activities

Adult Volunteers in Service-Learning Activities

- Provide information on anticipated adult involvement in service-learning activities, as applicable, during the 2007-08 school year.

97	Number of Faculty, Teachers, and Staff Participating in this Project
	Number of AmeriCorps*VISTA Members Participating in this Project
13	Number of Other Adult Volunteers Participating in this Project (includes College Students Doing Service-Learning)
100	Total Number of Adult Volunteers Participating in Service-Learning Activities

Service-Learning Activities

- Place an "X" in the box that best describes the frequency of service-learning activities conducted as part of this project during the 2006-07 school year.

	Daily		Monthly
X	Weekly		Other *(describe)*

51	Number of Service-Learning Activities

Narrative Description of 2006-07 Project Activities

- Identify and describe the needs (academic or other) of students providing service and of the community(ties) served by the project; identify which compelling community need(s) were addressed during the 2006-07 school year.
- Describe service-learning and/or infrastructure-building activities undertaken as part of this project during the 2006-07 school year. Clearly indicate how these activities addressed identified needs and linked with course assignments, curricula, and assessments.
- Indicate how education needs and/or policy goals indicated in the 2006-07 application were addressed by the project.
- Describe how the project created programs, financial support, staff, partnerships, and links with school and school district policies needed to improve, expand, and sustain service-learning.
- Describe how the project disseminated and marketed successes through assistance, information, training, resource materials, site visits, or other activities.
- Describe how the project was coordinated. What/how much support was provided by the school district?
- Identify key partners within schools, institutions of higher education, and community organizations. Describe how the project partners participated in project planning, implementation, and evaluation.
- *Limit to 1,200 words.*

> The greatest student need addressed by project activities continues to be in the area of reading improvement. All mini-grant projects supported Just Read, Florida! by requiring all projects regardless of course/class to contain an explicit reading component as part of their project activities. As we know from the mandated reading initiative Just Read, Florida!, "reading is the most powerful common denominator in education and paramount to an individual's success"; also "research strongly indicates that failure to read proficiently is the most compelling reason children are retained in the same grade, assigned to special education, or given long-term remedial services (Just Read, Florida!). In accordance with the aim of Just

Read, Florida! service learning opportunities will incorporate reading strategies to help ensure every service learning student becomes a "successful, independent reader".

The majority of projects focused on meeting the needs of the school community through a variety of methods including tutoring/mentoring activities; buddy readings; peer to peer advocacy campaigns; and a a positive decision making initiative around the issues of sex, drugs, and alcohol. A butterfly garden was created to educate elementary school students on native Florida butterflies and the host and nectar plants that attract them. A humane education project had elementary students creating and performing humane themed songs, poems, and puppet shows as part of their teaching kindergartners about the humane treatment of dogs. 8th grade students learned letter writing skills and became pen pals to 5th graders from a local feeder school in an effort to familiarize the younger students with what to expect in their new school, and to allay their fears about the transition to middle school. A family legacy project had students conducting videotaped interviews with "elder" family members. The students prepared key interview questions ahead of time to tap into the people, places, and events of the seniors lives. Alternative education students created a mini-booklet for little kids on items found in the principal's office. ESE students with Functional Behavior Assessments created books to use while tutoring little kids in reading.

Project activities supported the School Board goals outlined below:

Increased Literacy - Increase literacy in reading, writing, and mathematics for all students, including students in Exceptional Student Education (ESE) and English for Speakers of Other Languages, with an emphasis on grades K-3. Literacy goals were addressed by requiring explicit reading components in all projects. Project servers were made up of general education and alternative education students, Autistic students and students with Functional Behavior Assessments.

Student Performance - Improve achievement at critically low-performing schools and among students in Quartile 1 district wide. Many activities were conducted in low performing, high needs schools where lower quartile students were often the purveyors and recipients of service. Project activities were directed in particular to underserved populations, such as low performing students, autistic children, and ESE students. The students served in these schools have multiple risk factors: a high percentage are on free or reduced lunch; a large percentage represent minorities; and their reading and math scores are low.

School Safety and Environment - Provide safe and nurturing school environments that are free of drugs, alcohol, firearms, and harassment, and where standards of appropriate and ethical behavior are upheld. Many projects focused in some part on social skills, tolerance, and positive decision making skills around sex, drugs, and alcohol.

Challenging Curriculum - Implement a challenging curriculum, including methods for individualized and group instruction that support the Board's mission and goals. All projects required individual and group discussion, journaling, creative problem solving, and novel, hands-on experiences.

Dissemination activities also occurred through the School District of Palm Beach County's website. Prime Time Palm Beach County recruited service learning practitioners through their After-School Providers Meetings. Numerous site visits, one-on-one trainings and technical assistance were provided by the Service Learning Coordinator. Frequent communication with practitioners occurred via phone and email.

Beginning discussions have been held with representatives in the Alternative Education Department to use service learning as a way to keep at-risk students motivated, and interested in learning. Service learning is being acknowledged more and more as best practice in working with youth in community after school programs which the Department of Safe Schools has already been piloting in Palm Beach County through its partnership with Primetime.

An online district Service Learning course for teachers is in the development stages. We believe this avenue to be an excellent way to reach new practitioners. The Service Learning Coordinator and members of Staff Development are collaborating to include a brief introduction to Service Learning during New Teacher Orientation (NTO) is underway.

Service Learning was featured on a DVD sent to all district principals regarding initiatives sponsored by the Department of Safe Schools. The segment explained service learning and its impact on students; shared

project success stories; and included contact information for the district coordinator.

Project successes were disseminated and marketed to schools and the community via the school TV, announcements, newsletters, newspapers, and websites. Community newspapers, teacher trainings, community trainings, advisory committee meetings, Character Education Committee meetings, the district website were used as avenues of dissemination.

The Service Learning Coordinator worked full-time on service learning efforts within our district. The School District of Palm Beach County, Department of Safe Schools will contribute $34, 000 toward the coordinator's salary and benefits.

- Describe any products created as part of this project's service-learning activities during the 2006-07 school year.

- *Limit to 200 words.*

Projects activities produced booklets, video histories, songs, poems, mini-books, pamphlets, and a photographic book for autistic students to use to increase familiarity with a new environment.

Outreach Activities

- Provide information on outreach activities conducted as part of this project during the 2006-07 school year. Indicate the number of each type of activity undertaken as part of this project.

| 2 | Trainings | 6 | Public Presentations |
| 20 | Site Visits | 15 | Other | One-on-One Trainings |

Impacts on Students Serving and Those Receiving Service

- Indicate how participation in the project impacted students providing service during the 2006-07 school year.

- Address the impacts that were projected in your 2006-07 application and indicate how impacts are measured.

- *Limit to 250 words.*

Majority of projected impacts were tied to student FCAT scores which haven't been released in time for this report. Fall and Winter SRI scores were used where appropriate to measure and document increased lexile growth among participants in grades 3-12. Project specific, teacher initiated tests, quizzes, assignments, and rubrics were also used as proof of positive impact. When available, pre and post test data on project specific topics showed a great increase in knowledge for student servers.

- Indicate how participation in the project impacted those who received service during the 2006-07 school year.

- Address the impacts that were projected in your 2006-07 application and indicate how impacts are measured.

- *Limit to 250 words.*

Projected impacts: Novel reading and writing opportunities; increased similar age peer socialization experiences; appreciation of various art forms, increased empathy and understanding. Actual impact(s) on those served, and how measured: Novel reading and writing opportunities; increased similar age peer socialization experiences; appreciation of various art forms, increased empathy; understanding and utilization of conflict resolution skills. K students received innovative lesson plans.

Curricular Integration of Service-Learning

- Provide the name(s) and grade level(s) of course(s) into which service-learning were integrated, along with the estimated portion of the course grade that was based on service-learning activities.

Name of Course(s)	Grade Level(s)	% of Grade	
Intensive Reading	6-12	25	%
Language Arts	3-12	25	%
Art (Advanced Photography, Multimedia)	9-12	10-15	%
Social/Community Living Skills	9-12	30	%
Civics	7	20	%

Sunshine State Standards Addressed

- List the primary (no more than five) Sunshine State Standards the project addressed during the 2006-07 school year.

1. Reading Standard 1: The student uses the reading process effectively. LA.A.1.2

2. Reading Standard 2: The student constructs meaning from a wide range of texts. LA.A. 2.2

3. Writing Standard 1: The student uses writing processes effectively. LA.B.1.2

4. Writing Standard 2: The student writes to communicate ideas and information effectively. LA.B.2.2

5. Literature Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama.LA.E.2.3

- Indicate how the achievement of standards was measured.
- *Limit to 150 words.*

Fall and Winter SRI scores were used where appropriate to measure and document increased lexile growth among participants in grades 3-12. Project specific teacher initiated tests, quizzes, assignments, rubrics, and course grades were also used as additional measures of achievement.

Florida State Board of Education Strategic Imperatives

- Indicate which State Board of Education strategic imperative performance measure(s) (www.fldoe.org/Strategic_Plan/pdfs/2005-07_StratPlan.pdf) were addressed.
- *Limit to 100 words.*

Strategic Imperative 3: Improve student rates of learning and independence. All projects contained an explicit Reading component aimed at increasing Reading skills and thereby support Strategic Imperative 3: Improve Student Rates of Learning.