



Renewal 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	HAMMOCK POINTE COMMUNITY ELEMENTARY SCHOOL		
School District	PALM BEACH COUNTY		
Amount Requested	\$4182.00		
Project Title	(Project title must include the phrase "Learn & Serve" within it) RealeLibrary ~ Leading ELL's to Learn & Serve		
School-level, or Day-to-Day Coordinator	Bridget A. Bonczyk		
E-mail Address	bonczyk@palmbeach.k12.fl.us		
Phone	561.852.6980	Fax	561.852.6983
Address	8400 SW 8th Street Boca Raton, Florida 33433-8375		

1. PROJECT ABSTRACT (3 points)

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

RealeLibrary ~ Leading English Language Learners to Learn and Serve is the second phase of our child-centered service-learning program. The students in grades K-5 (ELL's in the intensive strand) are the participants who will use the ***RealeWriter*** and ***RealeLibrary*** system. This program's objective is to increase the Reading and Writing scores for the students to facilitate success on the FCAT Reading, NRT Reading and Florida Writes Test. The projected impact in writing will increase student scores (from 2's to 3's) on the Palm Beach Writes for grades two through five. Three major service-learning activities are: training mentors to use the software program; 2) coordinating a computer schedule that will allow our older ELL's to teach the younger ELL's how to use the ***RealeLibrary***; and 3) publishing picture books to be shared with a school outside of our community. This program will help to increase the ELL's reading and writing scores as reflected on the above mentioned tests. The projected scale of planned efforts (mentoring, reading and using the computer lab) for this program is two days a week for 45 minutes during our mandatory Language Arts block beginning in late September of 2007 and ending in early May of 2008.

2. PROJECT NEED (10 points)

Students Conducting Service-Learning Activities

- 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.

<input type="text"/>	Kindergarten	<input type="text"/>	1 st Grade	<input type="text" value="15"/>	2 nd Grade	<input type="text" value="12"/>	3 rd Grade	<input type="text" value="8"/>	4 th Grade
<input type="text" value="5"/>	5 th Grade	<input type="text"/>	6 th Grade	<input type="text"/>	7 th Grade	<input type="text"/>	8 th Grade	<input type="text"/>	9 th Grade
<input type="text"/>	10 th Grade	<input type="text"/>	11 th Grade	<input type="text"/>	12 th Grade				

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.

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

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

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.

<input type="text" value="40"/>	Pre-K – Elementary School	<input type="text"/>	Middle School	<input type="text"/>	High School
<input type="text"/>	Higher Ed	<input type="text"/>	Other Adults		

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.

Number of Faculty, Teachers, and Staff Participating in this Project

Number of AmeriCorps*VISTA Members Participating in this Project

Number of Other Adult Volunteers Participating in this Project (Includes College Students Doing Service-Learning)

Total Number of Adult Volunteers Participating in Service-Learning Activities

Description of Need

- Describe needs the project will address, both of students who will serve, and of those/the community to be served.
- Provide supporting data as evidence.
- List only the needs/issues that will be addressed by project activities.
- Limit to 400 words.

The following statistics validate the need for continuing our Learn and Serve Program: 1) Florida ranks 31st in the nation when it comes to preparing young people to achieve success in their academics and careers. (Education Week, January 3, 2007); 2) Over the past three decades, the racial, ethnic and linguistic

demographics of the K-12 student population in the United States have changed dramatically; 3) In 1972, 22% of all students enrolled in elementary and secondary public schools were of racial/ethnic minority backgrounds. (National Center for Education Statistics [NCES], 2002; 4) By 2003, racial/ethnic minority students accounted for 41% of total enrollments in U.S. public schools; 5) Currently, one in five students speaks a language other than English at home, and the majority of these students are learning English as a second language in school. (Center on Education Policy, 2006); and 6) The number of ELL's in American schools has increased nearly 70% to 5.5 million. (Donovan & Cross, 2002; U.S. Department of Education, Office of Civil Rights, 2003). Many ELL's are seriously underperforming in reading and writing; therefore ***Making Reading and Writing REAL and RealeLibrary ~ Leading English Language Learners to Learn and Serve*** is necessary to prevent these students from failing further and dropping out of school. This project is practical and designed to meet the literacy needs of the children. English language learners are in daily need of practicing their reading, writing, speaking and computer skills. They are students who are non-literate in English. Using the Pull-Out Model, the students in the primary grades are serviced and mentored one day a week by the older students in the intermediate grades. In this model, students are pulled out of mainstream classes for a small portion of the day to attend classes that integrate English as a second language instruction. The younger students in the primary grades need a buddy and a support system to encourage them while learning to speak and read in English. On the other hand, there is also a need for the older students to practice the components of oral speaking and reading with other bilingual students. Fluency in English is the primary goal of this program. Both groups of students need reinforcement and practice when learning language skills. Finally, this service-learning project is designed to meet the student's need to develop their Basic Interpersonal Communication Skills and facilitate their Cognitive Academic Language Proficiency.

3. PROJECT DESIGN AND IMPLEMENTATION (30 points)

Narrative Description of 2007-08 Project Plans

- Describe planned service-learning activities, including how they will build upon 2006-07 (or prior funded) or previous 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 school 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 and describe how they will contribute to the project and participate in project planning, implementation, and coordination.
- *Limit to 1,500 words.*

Five proposed service-learning activities are 1) training the intermediate students to become mentors in downloading the **RealeLibrary** system; 2) mentoring and coordinating a scheduled lab time in the computer room between the primary students and the intermediate students on campus to read books from the **RealeLibrary** system; 3) training the intermediate students to become comfortable with the RealeWriter program so they will mentor their primary buddies when creating published compositions; 4) advanced training with the RealeWriter program so the intermediate students will become proficient when helping the primary students create excellent multi-media books worth publishing; and 5) expanding the knowledge base of the intermediate students to read and share with their primary buddies the on-line books that are available to them through RealeLibrary. These five service-learning activities build upon the prior funded program in 2006-07 entitled: **Making Reading and Writing REAL for English Language Learners**. Activities from the prior grant included: 1) coordinating a weekly “Read Aloud” session between the younger ELL’s and the older ELL’s; 2) training ELL’s in grades three thru five to become mentors in the reading activities; and 3) training the older ELL’s to become comfortable and proficient with the **RealeWriter** program so students will create and publish picture books. The activities and program listed in 2007-08 are designed to focus uniquely on the following: 1) increase learning in core subject areas, 2) promote interdisciplinary learning, 3) motivate students and activate their eagerness to be life-long service-learning participants, and 4) implement **RealeWriter** and **RealeLibrary** as an innovative method to increase student literacy in English. These activities address the basic literacy need that link the ELL’s to writing, reading and speaking in English. Students are expected to use the **RealeWriter** story planner or black storyboard when illustrating individual or group writings.

Students are expected to know how to download pictures using www.pics4learning.com when choosing photographs from the internet for their compositions. Students are expected to use the reading process effectively when they have finished creating their **RealeBook**. They are expected to use the writing process to communicate ideas and experiences effectively. Primary students with the help from the intermediate mentor will revise and refine their first writing drafts for clarity and effectiveness before it becomes a published book. Finally, the students will be expected to effectively apply their listening, viewing and speaking skills when called upon to share their published book. These are the student roles the ELL’s will be expected to develop for student achievement in grades 2-5. In the **preparation** phase, the first activity is training and coordinating a lab time between the different grades so that the students in the upper grades are trained properly to help the primary students in developing their writing books with **RealeWriter**. In this phase students who are mentors are trained in knowing how to access **RealeWriter**, download pictures from

www.pics4learning.com and save the created books using a Hi-Speed USB JumpDrive because students do not have access to a folder to save their work in. The students will be taught how to plug the JumpDrive into the USB port on their computer and remove it properly. Training consists of making certain the intermediate students know how to **demonstrate** this computer-technology skill to their primary mentee. This is just one practical way the mentors will help increase computer skills with their mentees and increase literacy in English. In the **action** phase, the intermediate students will mentor the young students by teaching them how to use the *RealeWriter Program*. In the **reflection** phase, the older students will journal their experiences from the computer lab. They will write about how they felt mentoring the younger ELL during their one-on-one reading or computer activities. The project allows for learners of English to interact and engage with people different from themselves, **reciprocity**. It also makes writing a major thrust, as they are motivated to create and publish books for the *RealeLibrary*. In addition, it allows the students to practice writing stories using a story planner. Students will also edit stories and use the computer to download pictures to put in their published books. This will help foster independence (**youth empowerment**) for ELL's to use their minds well, so they will be better prepared for responsible citizenship, further learning and productive employment in our Nation's economy. Finally, this project allows for the mentors to become decision makers when creating their own computer-published picture book with their younger classmates. *Making Reading and Writing REAL, and RealeLibrary ~ Leading ELL's to Learn and Serve* will culminate in May 2008 with the annual Author's Book Party (**recognition/celebration**). Parents will be invited to listen to the children read their published books. Recognition will be given to the authors and students who participated in this project. Key partners to our program will be our sister school, Verde Elementary, who will receive copies of our published books. Books will be shared periodically throughout the year with the fourth graders from Verde. *RealeWriter* and *RealeLibrary* will help to create our school based language arts program in promoting English. Learn and Serve is our only financial support at this time. Faculty members participating in the program are the kindergarten teacher and first grade teacher who oversee the ELL's at school. One staff personnel who is vital to our program is the bookkeeper. She oversees the finances and is responsible for the ordering and receiving of materials, equipment and supplies for the grant. One partnership that is important to this grant is the relationship our school has with one of the fourth grade teachers at our sister school. Verde Elementary is our only link with Learn and Serve outside of our local community. To improve and sustain this service learning I have partnered with Cool Ventures, a local ice cream shop. The owner and I discussed an incentive program for students who participate in creating or reading one published book from *RealeWriter*. She is donating 100 incentives for the participants. Students reading or publishing one book will receive a hot fudge sundae coupon to be redeemed at Ben & Jerry's where our partner is owner and manager. Our role in this partnership is to help bring in business by promoting this ice cream shop through our students, memo's to parents and school newsletters. The project will disseminate and market its success

through our school newsletters. Information and updates regarding Learn and Serve will be included in our Parent Leadership Council Meetings and in memo's that go home to our ELL's. Training of **RealeWriter** and **The RealeLibrary** system will be twice a week during the first trimester for the older ELL's. Using the computer software in our technology lab will be scheduled on Tuesdays. Mentoring and reading with the younger students will be scheduled on Thursdays. The project will also market success through the published books the students create and the storyboards they write and illustrate. Site visits and other language arts activities (presentations of storyboards, published vocabulary books) will be included and scheduled during the last trimester of the school year. This year in April, Mr. Javier Betancourt visited our Learn and Serve Program and communicated how impressed he was with what he saw especially in the mentoring and sharing of books during "The Read Aloud" time. He also enjoyed our Learn and Serve Photograph Book and viewed the Power Point Presentation on Grant Writing that included an overview of our project. Finally this project will be coordinated through the Service Learning Coordinator from the Department of Safe Schools in Boca Raton on an as needed basis throughout the school year. Presently our school is anticipating a new principal for next school year. I look forward to working with a supportive and experienced principal who may or may not be knowledgeable about working with teachers who are involved with Florida's Learn and Serve Program.

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

Weekly

Other (describe) _____

Number of Planned Service-Learning Activities

- 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.

When the children are completed with the project's service-learning activities the following products will have been created: 1) published picture books from **RealeWriter**, contributed and authored by children; and 2) storyboards with story planners that organize details of written compositions in a sequential manner. The storyboards are organized into eight logical windows that help the students when writing their books. Each storyboard will have a clear beginning, middle and end. The storyboards also have eight boxes for illustrations that identify main characters, main ideas, and purpose of writing (e.g. to entertain, to inform, to communicate) that students will be drawing by hand. Each student's storyboard will demonstrate legible printing skills. The published books demonstrate the student's ability to write sentences in English with the assistance of the **RealeWriter** Software Program. The published books and storyboards are the result of hard work created by students who strive for excellence in their compositions. These two products celebrate

children's multi-media compositions and support students who are learning to read and write in English. The academic outcome of these products is that all participants will have improved their reading, writing and speaking skills as well as sharpened their computer-technology skills.

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
Language Arts: Reading/Literature	2-5	50 %
Language Arts: Writing/Language	2-5	50 %
		%
		%
		%

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. Students in grades 2 through 5 will select ability-appropriate fiction materials to read, based on interest and teacher recommendations, to continue building a core foundation of knowledge. LA.2.2.1.8

2. Students in grades 2 through 5 will select ability-appropriate non-fiction materials to read, based on interest and teacher recommendations, to continue building a core foundation of knowledge. LA.2.2.2.4

3. Students will engage in the writing process to communicate ideas & experiences. LA.2.5.1

4. Students use prewriting strategies to generate ideas and formulate a plan. LA.2.3.1

5. Students develop the essential technology skills for using and understanding conventional and current tools, materials and processes. LA.2.6.4

Indicate how the achievement of standards will be measured.

- *Limit to 150 words.*

The achievement of standards will be measured by the following: 1) Oral Language Checklist for Bilingual students which includes the student's Cognitive Academic Language Proficiency and their Basic Interpersonal Communication Skills; 2) Presentation Checklist with visual aid (40 points) when students share their books and storyboards; 3) FCAT Reading tests for students in grades three through five; 4) Reading Running Records for grades K-3 ; 5) Student Composition Notebooks where they will journal their **reflections** regarding their experiences with the project. In addition tape recordings of students reading for 40 seconds will be evaluated along with graded writing sentences from weekly homework assignments. Finally teacher observations in language arts class and in computer lab when students are developing the essential technology skill for downloading pictures from www.pics4learning.com , using *RealeWriter* to create and publish their books, and using *RealeLibrary* to read publications from other children who are also published authors.

4. EVALUATION (10 points)

- Project one measurable impact the proposed project will have on participating students in 2007-08.
- Describe how this impact will be measured.
- *Limit to 250 words.*

One measurable impact this proposed project will have on participating students in 2007-08 is that all participants will develop improved writing skills, which will result in increased writing scores on report cards and on the state mandated FL Writes Test. ELL's will demonstrate their ability to write and communicate effectively in using the English language. Sentence structure, capital letters, complete thoughts, and the use of conventions in their written compositions will be reinforced daily and strongly encouraged while creating books to be published. Key to the success of this program is how the students understand the nature and power of the English language. These two language standards are included in how this impact will be measured. As previously stated, the goal of this project is to get ELL's writing effectively so their ideas and experiences in English will be properly developed and communicated. Using a rubric scale to evaluate their published books and storyboards will also be how this program measured. Lessons will be focused on explicit instruction, modeling, classroom discussion and most important, the use of **RealeWriter** and **RealeLibray**. By using this technology program, the lowest achievers on tests in English will be provided with several written models of books thus creating a climate and culture of reading and thinking that will impact their writing. Their published books will be the direct result of using **RealeWriter** and **RealeLibrary** in our language arts pullout program. Finally, the evaluation process will be on going, assessing after each lesson is taught.

- Project one measurable impact the proposed project will have on the people or community(ies) to be served in 2007-08.
- Describe how this impact will be measured.
- *Limit to 250 words.*

One measurable impact our proposed project will have on the children that we will be serving in 2007-08 is that the students will improve in their language arts area e.g. speaking, reading and writing skills. Working in pairs or small cooperative groups, the older ELL's will read and write with the younger students. The younger student will then parrot read to the older student. In addition, the older ELL will assist the younger students on **RealeWriter**, and help the younger student with creating their published picture book. This impact will be measured by the number of vocabulary words the students use in their picture books, since vocabulary is an important component of both writing and reading competency. To facilitate this growth, students will be allowed time to read orally with partners to sharpen their speaking ability in English. Another measurable impact this proposed project will have on the children who are being served is their scores from their Reading Running Records in Grade K-3. Model reading by the teacher, "Read Alouds" and parrot readings with mentors will impact the younger ELL's ability to increase their letter recognition,

phoneme awareness and sight word vocabulary. Reading levels will increase and scores on the Scholastic Reading Inventory for grades 2-3 will improve as a result of Learn and Serve Project. Documentation of SRI and RRR will be recorded.

5. FLORIDA STATE BOARD OF EDUCATION STRATEGIC IMPERATIVES (2 points)

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 Learning and Independence – Ultimate Goal: Every student is proficient and successful. By using **RealeWriter**, ELL’s will increase their level of performance in reading and writing by at least six months to a year as reflected on their Limited English Proficient Plan. Student’s independence with regard to making decisions will also improve as higher grades are documented on their report cards. Student’s scores on state mandated tests will also increase. Due to the implementation of **RealeWriter** and **RealeLibrary**, our student learning gains will improve and our lowest achievers on tests in English will make dramatic progress.

6. DISSEMINATION PLAN (5 points)

- Describe the methods/strategies to disseminate and market information about the project to appropriate populations.
- *Limit to 250 words.*

The first method of disseminating this project is through the students using **RealeLibrary**. The second is through sharing at district conferences with other educators in Palm Beach County. Every trimester published books will be sent to **RealeLibrary** where the student’s name and a summary of their book will be kept. With the use of the **RealeLibrary** (“Really Library”) system, the online collection gives us access to all **RealeLibraries** that are designed to celebrate children’s multi-media compositions and to support those learning to read and write. In addition any **RealeBook** found in the **RealeLibrary** system may be read on screen, downloaded as a template for students everywhere to use in creating their own books, and or/printed for the use of schools and families (across the world) in promoting literacy. Therefore, our sister school will be able to access our books on line. **RealeWriter** is available free to anyone with Internet access, and may be shared with anyone, anywhere, without charge. The motivational value of writing for publication is that it impacts the level of commitment children have for striving for excellence in their compositions. **RealeLibraries** provide the opportunity for children (guided by teachers and parents) to reach around the world with their creations. That prospect makes the hard work of creating excellent multi-media books worth doing. Through the library system, those creations in turn are offered to others as a snowballing invitation to

share and create their own publications. The third method of disseminating this project is through our school newsletters.

7. BUDGET (15 points) - 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 RFP (p. 5-6) for more details.*

8. MATCHING FUNDS (10 points)

- Describe and calculate partner contributions and match. Applicants for a second year of funding must provide at least 50% match; applicants for a third year (or more) must provide 100% match. Include names of partners, types/forms of match, and value of match.
- *Limit to 250 words.*

In-Kind/Match Contribution

Salary (beyond regular school day/extra-duty time for project teacher for project coordination, supervision, planning, evaluation, and reporting duties). 1 teacher X 100 hours X \$20.44 = \$ 2044 + \$2044 X 21% (Benefits) = \$429.24.

Total In-Kind Match Contribution
\$2473.24

9. 2006-07 (OR PRIOR FUNDED) PROJECT ACTIVITIES (15 points)

Students Conducting Service-Learning Activities

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

<input type="text"/>	Kindergarten	<input type="text"/>	1 st Grade	<input type="text" value="11"/>	2 nd Grade	<input type="text" value="9"/>	3 rd Grade	<input type="text" value="3"/>	4 th Grade
<input type="text" value="3"/>	5 th Grade	<input type="text"/>	6 th Grade	<input type="text"/>	7 th Grade	<input type="text"/>	8 th Grade	<input type="text"/>	9 th Grade
<input type="text"/>	10 th Grade	<input type="text"/>	11 th Grade	<input type="text"/>	12 th Grade				

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 (or prior funded) school year. Each student must provide an average of at least 20 hours per semester.

Average Number of Service-Learning Hours per Student

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

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 (or prior funded) school year.

<input type="text" value="33"/>	Pre-K – Elementary School	<input type="text"/>	Middle School	<input type="text"/>	High School
<input type="text"/>	Higher Ed	<input type="text"/>	Other Adults		
<input type="text"/>	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 2006-07 (or prior funded) school year.

<input type="text" value="3"/>	Number of Faculty, Teachers, and Staff Participating in this Project
<input type="text" value="0"/>	Number of AmeriCorps*VISTA Members Participating in this Project
<input type="text" value="0"/>	Number of Other Adult Volunteers Participating in this Project (includes College Students Doing Service-Learning)
<input type="text" value="3"/>	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 (or prior funded) school year.

<input type="checkbox"/>	Daily	<input type="checkbox"/>	Monthly
<input checked="" type="checkbox"/>	Weekly	<input type="checkbox"/>	Other (describe) _____
<input type="text" value="3"/>	Number of Service-Learning Activities		

Narrative Description of 2006-07 (or Prior Funded) 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 (or prior funded) school year.
- Describe service-learning activities undertaken as part of this project during the 2006-07 (or prior funded) 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 (or prior funded) application were addressed by the project.
- Identify key partners within schools, institutions of higher education, and community organizations. Describe how project partners participated in project planning, implementation, and coordination.
- Limit to 1,200 words.

Making Reading and Writing REAL for English Language Learners is a child-centered service learning program. Its purpose is to engage English Language Learners in a reading and writing program that bridges the cultural barriers within our school and community. ***Making Reading and Writing REAL*** promoted mentoring and interdisciplinary learning that connected literacy with technology. It encouraged reading and writing practice with the use of a computer. It allowed students in kindergarten through second grade to practice their listening, viewing, and keyboarding skills while students in grades three through five practice

their speaking, writing and technology skills. It also allowed participants to read and review specific vocabulary that encourages and develops their Cognitive Academic Language Proficiency (CALP) thus helping to increase reading skills while ensuring comprehensible instruction. The number of English Language Learners in American school has increased nearly 70% to 5.5 million (Donovan & Cross, 2002; U.S. Department of Education, Office of Civil Rights, 2003). Many ELL's are seriously underperforming in reading and writing; therefore Making Reading and Writing REAL for English Language Learners was necessary to increase their reading and writing skills. This project was designed to meet the literacy needs of the school and increase the reading and writing scores for the ELL's facilitate success on the FCAT Reading and FL Writes Test by incorporating the content area of language arts with technology.

Three proposed service-learning activities were: 1) coordinating a weekly "Read Aloud" session between the younger ELL's and the older ELL's on campus, 2) training the older ELL's in grades three through five to become mentors in the reading activities and 3) training the older ELL's to become comfortable and proficient with the technology that helped them and their mentee to create and publish picture books. These three activities linked the students directly to the Sunshine State Standards in the Language Arts areas of reading/literature and writing/language. More specifically, they linked the students to using the reading process more effectively and using the writing processes more effectively. These two areas are key to the success of any pullout program where peer models stimulate natural language acquisition for non-English speakers. What made this program work were the goals that had been established in writing this grant. The students needed daily practice with their reading and writing skills. The following assessments were used for this project: Reading Running Records in grades 2-3: impact – improved reading scores that were closer to grade level than the previous year; Palm Beach Writes Test, Expository/Narrative Prompts: impact – students scored more 3 and 4's in grades 2 and 3 and in grades 4-5 scores ranged from 2.5 to 4.00. Assessments for speaking, reading, and writing in English for grades two through three were ongoing. Scholastic Reading Inventory (SRI) this year had fewer students in the BR (Beginning Reader) lexile than they did in the previous year. This year one of our fifth grade students scored "on grade level" when administered the SRI in January. This "on grade level" performance labeled him *proficient* in English, indicating that mentoring and practicing his English impacted his reading ability in learning to comprehend his second language. The following indicates how our education needs were addressed by the project. Most school policymakers commonly assume that students need only a couple of years to learn a second language. But while these students make dramatic progress in English development in the first two years, English language learners are competing with a moving target, the native English speaker when tested in English. Thus students not yet proficient in English initially score three or more years below grade level on the tests in English because they cannot yet demonstrate in their second language all that they actually know. These students must outgain the native speaker by making one and one-half years progress on the academic tests in their second language for

each of six successive school years to reach the typical performance level of the constantly advancing native English speaker. Our educational needs were met when the ELL's practiced writing compositions on the computer, writing scores on the FL Writes Test were above average for the bilingual students and reading scores for the ELL's in grades K-3 were on or above grade level as seen in their Reading Running Records. Key partners this year at school were the teachers who taught the ELL's in kindergarten and first grade. Their students collaborated with us during the mentoring and scheduled computer lab time on Tuesdays and Thursdays. The teachers also participated by helping the younger ELL's plan what they wanted to write before they came to the computer lab on Tuesday mornings. This helped our older students to better serve the younger students. The 45 minutes spent in the computer lab was used wisely with each mentor helping the younger student create compositions based on what the teacher's objective was planned for that morning. For example, our kindergarten teacher wanted her students to write published books about farm animals, therefore our older ELL's collaborated with their buddies to write a six page book based on that request. Using *computer keyboard* handouts for the students in the primary grades is another example of how the kindergarten teacher and first grade teacher collaborated with the project coordinator. These picture handouts gave the primary students a helpful aid when it came to knowing the letters on the computer keyboard. Thus the primary students were able to identify their letters and use the correct letter keys to write their sentences. Our sister school was another key partner. She had her students comment on our books and then had her students communicate their comments using the "Reader's Comment Page" in the back of each **RealeWriter** book that we sent them. At the present time we do not have any institutions of higher education or community organizations who are involved with our program. Coordinating and implementing this program had its challenges throughout the year, however, the results of this program outweigh those challenges as the ELL's developed their English speaking skills and were able to demonstrate their knowledge and proficiency of the computer program which helped to create and publish their books.

In closing, the program's six question survey that the older students completed indicated 1) using the computer to create and publish books was the best part of the program; 2) taking the Realebooks home to read with family members was great; 3) downloading pictures to use in their books was fun; 4) reading with the younger students helped with their confidence and fluency when speaking English; and 5) they would like to see this program continue next year.

- Describe any products created as part of this project's service-learning activities during the 2006-07 (or prior funded) school year.
- *Limit to 200 words.*

Two products were created as part of the project's service-learning activities during the 2006-07 school year. The students published colorful picture books from **RealeWriter** which they had authored and created. They used photographs from www.pics4learning.com to download pictures for their books. These products were then sent home for parents to read and enjoy. On the last page of the book parents had an opportunity to

comment about the book. One parent in particular enjoyed reading Don Baber, The Basketball Player because she herself played basketball in high school and was glad to read that her son wrote a story about a boy who enjoyed playing the game. The ability to use writing to promote English fluency with our participants was not limited only to the picture books. The storyboards the students created from their literature book were also unique to this project. The students organized main ideas of a story using a story planner. They detailed illustrations in a sequential order using an eight window storyboard. Each student's storyboard had demonstrated use of grade-level vocabulary and legible handwriting skills. The storyboards and books demonstrated the student's ability to create and write sentences in English with the use of *RealeWriter*.

Outreach Activities

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

<input type="text" value="1"/>	Trainings	<input type="text"/>
<input type="text" value="1"/>	Site Visits	<input type="text"/> Other _____

Impacts on Students Serving and Those Receiving Service

- Indicate how participation in the project impacted students providing service during the 2006-07 (or prior funded) school year.
- Address the impacts that were projected in your 2006-07 (or prior funded) application and indicate how impacts are measured.
- *Limit to 250 words.*

Having the older students orally read to the younger students impacted student learning for both groups of students as documented in the reading area on the report cards. The average reading score on report cards for the ELL's in grades 2-5 was 79.29% for Trimester III. Eight students out of 25 earned scores of 89.5% or higher. The lowest score in the third trimester was 73%. This academic achievement in reading is the first measurable student performance skill that showed improvement since Trimester II. In the second trimester the highest score in reading was 85.26% and the lowest score was 71.43%. In the area of writing, the older ELL's also showed improvement. In Trimester II the highest score in writing for grades 2-5 was 83.04% and the lowest was 67.81%. During the third trimester, the scores increased to 86.46% for the highest and 70% for the lowest. Implementing *RealeWriter* did impact student learning in writing and kept the students focused while having fun. During the third trimester students in grade K-5 published over twenty books. The more time we had in the computer lab, the more time we spent writing. After surveying the students, the writing program had the greatest impact on the English language learners. One specific comment indicated, "I enjoyed downloading pictures to help create and publish the "Animal Farm Book." In summary, the educational significance of *RealeWriter* impacted our students as they enjoyed creating picture books and serving others with the use of a computer.

- Indicate how participation in the project impacted those who received service during the 2006-07 (or prior funded) school year.
- Address the impacts that were projected in your 2006-07 (or prior funded) application and indicate how impacts are measured.
- *Limit to 250 words.*

The ELL's in fourth grade met their projected goals on the FL Writes Test in February. Scores were above average with ELL's scoring 4's and 5's on the writing portion of the test. A second measurable impact for ELL's in third grade was the FCAT reading test. Two students had passing scores of a 2, while one had a passing score of a 3. According to the teacher in kindergarten, seven out of twelve students met Level 4 requirements as indicated on their Reading Running Records. This means those students are reading at grade level or above. Her reading goal this year was that her students be reading at Level 3 which is grade level for kindergarten students using the district's Reading Running Records. Three students in her class are below Level 3 and two students are on Level 3. One measurable student performance skill this service-learning program had on the younger learners is academic achievement and improvement in the language arts area of writing. Three third graders scored a three or higher on their Palm Beach Writes test in April. Using the *RealeWriter* program, the students developed their technology skills in K-5. This computer program encouraged students when they had to complete our district writing prompts that were administered throughout the year. Knowing how to compose a sentence with proper subject-verb agreement and understand how words are ordered to form a complete thought are two writing skills that the younger participants learned as they collaborated with their mentor.

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
Language Arts: Reading/Literature	2-5	50 %
Language Arts: Writing/Language	2-5	75 %
Language Arts: Listening – uses listening strategies effectively.	2-5	50 %
Language Arts: Viewing – uses viewing strategies effectively.	2-5	50 %
Language Arts: Speaking – uses speaking strategies effectively.	2-5	50 %

Sunshine State Standards Addressed

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

1. The student uses the reading process effectively. LA.A.1.2
2. The student writes to communicate ideas and information effectively. LA.B.1.2
3. The student uses listening/viewing/speaking strategies effectively. LA.C.2.2.5
4. N.E.T.S. #3b: Students use technology to construct, publish and produce creative works of literacy.
5. Goal 3 FL Standards Addressed by Service Learning, Standard 10: Students appreciate their own and other cultures...while completing individual and group projects.

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

One measurable student performance skill this service-learning program had on our ELL's is academic achievement and improvement in the language arts area. The achievement of standards measured for the older students is determined by the number of published books s/he read and wrote and the number of completed storyboards they illustrated and shared. Students were given a 40 point scale when they presented their storyboard and published book. The published books were measured using a 6-1 point rubric where a six was the best. Written compositions also used the 6-1 rubric scale. All of the ELL's published books scored a 4 or higher. A four was based on the number of supporting details they included and the development of the problem/solution of the story. Main character, setting, and number of adjectives used also measured the writing achievement of the older students.

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 Learning and Independence. This project fostered independence when K-5 students were asked to create picture books on the computer. **RealeWriter** is a software program we used to accomplish this strategic imperative. The technology is used for creating, producing and distributing picture books that value the lives and languages of literacy learners and support REAL literacy in their lives. **RealeWriter** offered students a context for creating picture books that focused on the relevant and familiar in the lives of literacy learners. This program also publishes to a locally controlled **RealeBook Web Library** located at: <http://realebooks.com/index.php/library/>