



Pilot 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	John I. Leonard High		
School District	Palm Beach County		
Amount Requested	\$10, 744.00		
Project Title	(Project title must include the phrase "Learn & Serve" within it) Learn and Serve Through Student Mentoring		
School-level, or Day-to-Day Coordinator	Grades 9-12		
E-mail Address	Bidwell@palmbeach.k12.fl.us		
Phone	(561) 641-1200	Fax	(561) 491-8350
Address	4701 10 th Avenue North, Greenacres, Florida 33463		

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.*

139 high-achieving high school students scheduled into Peer-Tutoring classes will tutor and mentor younger, lower-achieving, and at-risk students. Expanding 4 currently implemented projects: 34 bi-lingual students work with students in the ESOL FCAT–subject classes; 50 reading-proficient 11th and 12th grade students travel to the local elementary school to work one-on-one with their 3rd grade reading-buddy; 40 students with a 3.0 or higher GPA work with 9th and 10th grade at-risk students in FCAT subjects; 15 drama students travel to the local elementary schools for a drama-outreach program for at-risk students and also participate in the Literary Awareness Book-0-ween program. Projected service hours: 12,165.

2. PROJECT NEED (15 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.

	Kindergarten		1 st Grade		2 nd Grade		3 rd Grade		4 th Grade
	5 th Grade		6 th Grade		7 th Grade		8 th Grade	15	9 th Grade
54	10 th Grade	55	11 th Grade	15	12 th Grade				
139	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.

Pre-K – Elementary School

Middle School

High School

Higher Ed

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 needs/issues that will be addressed by project activities.
- Limit to 400 words.

By the age of six, a first grade child has been in school 700 hours. However, that child has been outside of school for 52,000 hours. By 3rd grade, these reading statistics have increased greatly, which further supports the need for a reading mentor program to be implemented into the grade schools, especially with the demographics of the Greenacres community. Overall, 46% of the students at JIL are on free-and-reduced lunch, and 72% of the students are minority (16% African American, 51% Hispanic, and 5% other). Nearby Palm Springs Elementary (PS) School, whose students move to JIL after elementary school, has 832 students—86 % are on free-and-reduced lunch with similar demographics. The needs/issues that will be addressed by this project include: peer interactions; communication; literature visualization; proper socialization; increased fluency on the reading continuum; increased reading FCAT scores; academic learning skills enhanced for ESOL and mainstream population; and community involvement awareness. 139 high-achieving high school students scheduled into Peer-Tutoring classes tutor and mentor younger, lower-achieving, and at-risk students. Expanding four implemented egalitarian projects: 34 bi-lingual students work with students in the ESOL FCAT–subject classes; 50 reading-proficient 11th and 12th grade students travel to the local elementary school to work one-on-one with their 3rd grade reading-buddy; 40 students with a 3.0 or higher GPA work with 9th and 10th

grade at-risk students in FCAT reading; 15 drama students travel to the local elementary schools for a drama-outreach program for at-risk students to culturally enrich the under served children of Greenacres and also participate in the Literary Awareness Book-0-ween program. In addition, John I Leonard High School is a second year “D” school. However, during the 2005-2006 school year, we would have received a “C” grade if only one more student in the lowest 25% had made FCAT reading learning gains. Furthermore, 42.9% of our lowest 25% in 9th grade reading and 37% of our lowest 25% in 10th grade are ESOL students. Due to these issues, we need these ESOL level one students to make learning gains on the FCAT. Peer mentoring is one way to accomplish learning gains of our lowest 25% population.

3. PROJECT DESIGN AND IMPLEMENTATION (35 points)

- Describe proposed service-learning activities, elements, and curricular/standards integration (ties to course objectives and grades). Describe student roles.
- Describe how partners will help the project reach its goals, and attach letters from key partners that detail partner roles and contributions.
- Provide a clear timeline in the narrative or as one of the six (6) pages of allowed applicant attachments.
- *Limit to 1,200 words.*

John I. Leonard High (JIL) School serves 2084 grades 9-12 students. JIL is located in Greenacres, Florida, and draws students from multiple socioeconomic and cultural levels. Overall, 46% of the students at JIL are on free-and-reduced lunch, and 72% of the students are minorities (16% African American, 51% Hispanic, and 5% other). Nearby Palm Springs Elementary (PS) School, whose students move to JIL after elementary school, has 832 students—86 % are on free-and-reduced lunch—with similar demographics.

JIL students in the 9th – 12th grade English and Drama classes will participate/serve directly on the project. 90 students in the 3rd grade at PS will be served through tutoring (**Action**). 500 English Speakers of Other Languages (ESOL) and low achieving JIL students will also be served. 51 % of JIL students in the lowest 25% on the Reading did **not** make adequate learning gains on the FCAT SSS Reading test. Students from both schools will work with community partners.

Developing reading and writing skills are key components of both schools’ missions and the academic need to be addressed by the project. Palm Springs Elementary was rated a “C” school for 2005-06 and JIL scored a “D.” The participating JIL students, on average, scored in the 28th on the FCAT in Reading. 61% of the PS students who will be served averaged 3.0 and above in FCAT Reading.

As part of their project preparation, JIL students will have to receive tutoring training through programs such as Trend Setters Reading Program, read various literature appropriate for 3rd graders, and practice selected text (**Preparation/Planning/Design**). This preparation work will be turned in or presented as part of their English or Drama classes and integrated into their course grades. They will be observed as they serve, which will be part of their class participation grade, and the logs they produce for the project will also be integrated into the course grades (**Reflection and Demonstration**).

The main partnerships are between teachers at JIL and PS, and between the project teachers and staff. Teachers from both school have met and begun planning for the project, and principals at both schools are very supportive (see letter) and will provide release time for teachers to meet and plan (**Preparation/Planning/Design**).

The timeline for the projects is as followed:

August 2007-September 2007

Teachers and partner planning. Teachers will meet together to assign responsibilities, and develop curricula and lesson plans for project. Advanced Placement (AP) and Honor students will begin tutoring lower achieving students (**Action**). ESOL peer counselors will begin in-class mentoring (**Action**). JIL students will take preparation/training visits to PS and transportation will be provided by school bus.

October 2007

Students continue with project progression. The high achieving students will continue to mentor and tutor the lower achieving students. JIL students take twice-weekly reading visits to PS.

When students visit PS, one school bus will transport all students. Performing Arts students will prepare and present drama projects (**Youth Empowerment and Demonstration**). Students will write reflective journals and enter times into mentoring logs after each visit (**Youth Empowerment**). Student will maintain journals and logs throughout the duration on the project (**Reflection**).

December 2007

Project recognition /reflection event to share accomplishments so far and plan/discuss rest of project (**Recognition and Celebration**).

February 2008- March 2008

Students focus on tutoring and mentoring in preparation for FCAT testing (**Youth Empowerment**).

April 2008

Continue reading, tutoring, mentoring, and performing projects (**Reciprocity**).

May 2008

Final project recognition event (**Recognition and Celebration**). Personal and group reflections on project through reflective journals and mentoring logs (**Reflection**).

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*)

Scheduled day time trips

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.

The products of this project's service-learning activities will be the students' logs and reflective journals. Students themselves will be products by becoming better readers and productive members of society, benefiting the community.

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
Reading Mentor Elective	9-12	75 %
Peer Counselor for English Speakers of Other Languages & English Language Learners	9-12	75 %
Performing Art Presenters	9-12	30 %
Advanced Placement and Honor Mentors	9-12	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- Uses the reading process effectively (LA.A.1.4)
2. Writing- Uses the writing processes effectively (LA.B.1.4); Writes to communicate ideas & information effectively (LA.B.2.4)
3. Listening, Viewing & Speaking- Uses listening, viewing, and speaking strategies effectively (LA.C.1-3.4)
4. Literature- Responds critically to fiction, nonfiction, poetry & drama (LA.E.2.4)
5. Literature- Variety of literary forms (LA.E.1.4)

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

FCAT Reading scores will evaluate achievement of set standards. Reflection will be ongoing, as students will have multiple opportunities to write, talk, present, or otherwise share about their efforts and the impacts they will have. Reflection activities will be integrated into student assessment. Students will frequently demonstrate what they have learned through the planned service-learning activities themselves. JIL students will create reflective journals and mentoring logs. JIL students will read aloud from their journals to other students, thereby teaching more students. Proficiency on FCAT scores will evaluate the reading progress of the tutees and the impact of service. Students will be recognized at a formal project celebration in May. Two planned recognition events will also include reflections in the form of presentations, displays, and performance about the project and lessons learned. Students will also give formal presentations to teachers at their schools and to the school board about their efforts.

4. EVALUATION (15 points)

- Project one measurable student performance impact (knowledge, behavior, or skill) the program will have on students doing service learning (then copy in Project Performance Accountability worksheet and examples).
- Describe methods for evaluation of the proposed project's goals and objectives, and indicate how the achievement of standards will be measured.
- For example: a measurable projected impact for a tutoring project might be that the 8th grade reading tutors will improve their scores on FCAT Reading by an average of 15%, and the 4th graders receiving tutoring will improve their scores on FCAT Reading by an average of 15%.
- *Limit to 250 words.*

It is projected that, as a result of the tutoring, writing, and reading, the JIL ESOL students' and PS elementary students' FCAT Reading scores will rise at least 5 points. Teachers will be able to show, through course assessments, that the identified standards were met in accordance with Florida Sunshine State Standards. JIL mentors will conduct pre- and post surveys of the JIL and PS teachers. Through reflective journals, the students will provide detailed information about their impact on the mentees, personal reading ability, and determine areas of personal strengths and weaknesses. The Peer-Tutoring supervising teacher along with support teachers will assess the reflective journals for completeness and verify the logs for accuracy. In addition, JIL students will gain insight into becoming productive citizens in their community. It is projected that the teachers will express satisfaction with the program and that it has resulted in qualitative and quantitative improvements in their students.

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 2—Align and apply academic curriculum and testing standards.
SI 3—Improve Student Rates of Learning.
SI 8—Coordinate Efforts to Improve Higher Student Learning.

6. DISSEMINATION PLAN (5 points)

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

Students will be scheduled with their appropriate Guidance Counselor to determine if they fulfill the requirement: high achieving students in grades 9-12 with excellent attendance records enrolled into ESOL, Drama, or AP/Honor classes. Students meeting the requirements will be disseminated into the appropriate mentoring programs of Drama Outreach, Teen Trendsetter Reading, Peer-Tutoring, or English Speakers of Other Languages Peer-Tutoring. The program will be marketed at Student Orientation through the Guidance Department, Student Registration, and Club Fair prior to the first day of school. Flyers will be mailed home to possible candidates for programs. The end-of-the-year newsletter will include information regarding the program's objectives and criteria for participation. Information will be disseminated to partner teachers at the elementary schools through phone calls and face-to-face conferences as well as project information appearing on both schools' websites.

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) for more details.*

8. MATCHING FUNDS (10 points)

- Describe and calculate partner contributions and match. Applicants must provide at least 33% match. Include names of partners, types/forms of match, and value of match.
- *Limit to 250 words.*

At least 33% of partner funds will be contributed from the School Improvement account.