



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	Christa McAuliffe Middle School
School District	Palm Beach County
Amount Requested	\$3,386
Project Title	(Project title must include the phrase "Learn & Serve" within it) Learn & Serve Through the Arts
School-level, or Day-to-Day Coordinator	Linda Morgan
E-mail Address	Morganl@palmbeach.k12.fl.us
Phone	561.374.6600 Fax 561.374.6636
Address	6500 LeChalet Blvd., Boynton Beach, FL 33403

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.*

This project will consist of three activities.

The 8th grade advanced art students will develop their artistic talents and writing skills as well as provide a service to their community by creating a **Florida Wildlife Activity book** for local at risk 3rd graders at a Title 1 elementary school. The purpose of this book is to excite and encourage the 3 graders to read as well as help raise their FCAT scores. Studies show that students learn better when they are mentored by older students.

The 7th grade and 8th grade art students will hold an **Empty Bowls Banquet**. The students will research the issue of hunger awareness and those struggling economically in our community. After their initial research, the students will visit Oasis Compassion Agency to see first hand their important work with those who are struggling with hunger and poverty. The students will create handmade ceramic bowls to be auctioned off at the banquet. All money raised from the Empty Bowls banquet will be donated to a food pantry.

The 7th grade students will make books for elementary school age children who are recipients of food and assistance from the Oasis Compassion Agency. The book's theme is **All About Me**. This book will provide each child something to call their own while they are experiencing a difficult time in their live.

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"/>	2 nd Grade	<input type="text"/>	3 rd Grade	<input type="text"/>	4 th Grade
<input type="text"/>	5 th Grade	<input type="text"/>	6 th Grade	<input type="text" value="80"/>	7 th Grade	<input type="text" value="28"/>	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="200"/>	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.

Christa McAuliffe Middle School is located in suburban Boynton Beach and serves 1240 students from grades 6-8. The critical areas of focus for this project are the improvement of reading and writing scores by incorporating practical reading and writing activities and practice into our art centered project activities.

The goal for this project and our county is the improvement of reading and writing scores on the FCAT. The local community will be served in a variety of ways with the 3 projects that make up this proposal. The recipients of these service activities will be community members to include children, adults and families living below the poverty line.

Rolling Green Elementary is a particularly needy school in Palm Beach County. 82% of Rolling Green students are on free and reduced price lunch. There are approximately 100 3rd graders at this school and about 47 % scored a level 1 or 2 in reading on this year FCAT. The reading needs of the 3rd graders at Rolling Green will be addressed through the Florida Wildlife Activity book that the 8th graders will create and read with them.

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.*

Project activities will have the serving students' practice reading and writing as well as creating original art in their art class for all three planned activities. Each activity will require research, and practical reading, and writing assignments to include: the issue of hunger in Palm Beach County, create an age appropriate reading and writing activities that utilize language art skills for 3rd graders by developing a Florida Wildlife activity book, design and make age appropriate All About Me books for elementary age children living below the poverty line who visit our hunger awareness food pantry partner Oasis Compassion Agency.

Students will also implement and hold an Empty Bowls banquet. It is important for students to realize the very needs that exist for many families in their community. While it is important for students to learn about this reality, it is also important for them to realize that they can make a difference regarding hunger in Palm Beach County. Students in the 7th and 8th grade will create original ceramic bowls that will become part of the Empty Bowls Banquet. Christa McAuliffe Middle School successfully piloted the Empty Bowls project for this area in may of 2005. The first year of the banquet and the silent auction of the bowls, the students raised

\$900 for LifeSteps Foundation a local hunger organization. In May of 2006, the students held their second Empty Bowls Banquet and raised \$978 for Oasis Compassion Agency a local hunger organization. The students enjoyed working together as a team in the implementation of the Empty Bowls banquet. The students' learned about hunger, as a group selected the hunger organization to be the recipient of the raised money, created beautiful ceramic bowls, designed the invitations, poster and program for the banquet, set up the banquet, served guest and answered questions about the bowls that were to be auctioned. This school year the students will take a trip to the hunger organization, hear a presentation and see first hand the important work they do. This event has helped develop a relationship with the Oasis Compassion Agency a local hunger organization. They are willing to partner with us again with future Learn and Serve activities.

The Florida Wildlife Activity book, students will research age appropriate activities that utilize reading and writing skills for the creation of a book for the 3rd graders at Rolling Green Elementary. This activity book will feature Florida wildlife that will include interesting facts as well as original illustrations of the animals drawn by the students. The students will visit the school and present a skit about the book to the 3rd graders on what they have learned about these animals to excite them about reading. The next visit, students will present each of the 3rd graders with the Florida Activity book and sit and read with them. Studies show that students learn best when they are mentored by older students. In the 2005 the 8th graders created a Florida wildlife book about animals in our state that was presented to Galaxy Elementary. In 2007 the 8th grade students created a Florida wildlife book about creatures living in the ocean for 3rd graders at Rolling Green Elementary. Rolling Green's FCAT reading scores for their 3rd graders improved by 1%. The population of this school is 70 percent black and 32 percent black. All of the 3rd grade students welcomed the book my art students created especially for them as it made them feel special. The staff and students at Rolling Green are eager to again partner with Christa McAuliffe on future Service Learning projects.

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.

<input type="checkbox"/> Daily	<input type="checkbox"/> Monthly
<input checked="" type="checkbox"/> Weekly	<input type="checkbox"/> Other (<i>describe</i>) _____

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 8th grade art students will create and present an age appropriate Florida Wildlife Activity book for 3rd graders at Rolling Green Elementary. Students will work together in selecting, researching, and drawing the animals for the Florida Wildlife activity book that will be presented to the 3rd graders at Rolling Green Elementary. Students will create handmade ceramic bowls that will be auctioned off at the Empty Bowls banquet that they will plan and implement. The 7th grade art students will design and create age appropriate All About Me books to be distributed to children who visit our local hunger organization for a meal. These books will give the students a personal item to call their own.

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
Advanced Art/Art Appreciation	8	25 %
Art Appreciation	7	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. LA.A.1.3 The student uses the reading process effectively.
2. LA.B.1.3 The student uses the writing process effectively.
3. VA.A.1.3 The student understands and applies techniques and processes.
4. VA.B.1.3 The student creates and communicates a range of subject matter, symbols and ideas using knowledge of structures and functions of visual arts.
5. VA.D.1.3 The student assesses, evaluates and responds to the characteristics of works of art.

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

The students will make several projects that will connect the disciplines of; reading, writing and art. Students will be assessed though teacher observation, oral discussion, participation, finished art projects, journal writing, and written reflections. The art projects will be graded on an art rubric specifically designed for these projects.

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.*

The overall goal of these art projects is to support the FCAT in reading and writing. With this additional practice students will gain one point on the FCAT writing and reading test.

- 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.*

The children who receive the All About Me books feel special as they have something to call their own. The 3rd graders at Rolling Green Elementary will feel important as they will have a Florida Wildlife Activity book made especially for them that will encourage them to read more frequently. Rolling Green's 2007 FCAT reading scores will be compared to their 2008 FCAT scores.

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 5: increase the quantity and quality of education options. Exposure to the arts is an important part of a well rounded individual. Through these projects students will have a greater exposure to the arts, learn different art techniques, and use these techniques as well as practical reading and writing assignments to help serve our community.

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 students will demonstrate what they have learned as well as market all 3 projects that make up this proposal by doing the following: prepare and send out flyers, create posters, invitations, a pamphlet on hunger and a program for the Empty Bowls Banquet. Students will also contact the local paper to cover the events, invite local school district dignitaries as well as our schools faculty and staff and their own parents to the Empty Bowls banquet. As another form of project dissemination, the ceramic bowls the students create will be displayed in the media center prior to the banquet. The students will present the Florida Wildlife reading book to each of the 3rd graders at Rolling Green Elementary, Christa McAuliffe Middle School media center,

and the school district instructional reading leaders. The students will also contact the local paper to make them aware of our schools partnering to raise FCAT scores. Project success will also be shared at faculty and PTA/PTO meetings

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 (contributed extra-duty time of teacher for project coordination, supervision, planning, evaluation and reporting duties) 1 teacher X 100 hours X 20.44 hr. = \$2044.

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"/>	2 nd Grade	<input type="text"/>	3 rd Grade	<input type="text"/>	4 th Grade
<input type="text"/>	5 th Grade	<input type="text"/>	6 th Grade	<input type="text" value="65"/>	7 th Grade	<input type="text" value="23"/>	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				
<input type="text" value="88"/>	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="200"/>	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" value="200"/>	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="2"/>	Number of Faculty, Teachers, and Staff Participating in this Project
<input type="text"/>	Number of AmeriCorps*VISTA Members Participating in this Project
<input type="text" value="1"/>	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="text"/>	Daily	<input checked="" type="checkbox"/>	Monthly	Frequency depends on activity being worked on at that time.
<input checked="" type="checkbox"/>	Weekly	<input type="text"/>	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.

The needs of student servers that were addressed by 2006-2007 project activities included practical reading and writing assignments which integrated into art projects. These art projects were designed to help students practice skills necessary for reading and writing mastery on the FCAT. Student scores did increase as evidenced by an eight percent increase in the numbers of students from Christa McAuliffe scoring a 3.5 or higher on the FCAT. Last year, only 83% of our students received a score of 3.5 or higher, compared to 91% scoring a 3.5 or higher this year.

Activities undertaken during the 2006-2007 school year as part of this project included the creation of two

books for needy populations, and an Empty Bowls Banquet. One of the books the students created was an activity book featuring sea creatures called, The Colors Under the Sea for Title I at-risk 3rd graders at our partner school Rolling Green Elementary. The students researched age appropriate literacy activities for 3rd graders, compiled interesting facts about selected sea life, and created original drawings of the sea life for inclusion in the book. The second original book created by the students, All About Me, was expressly created for elementary age children who received food assistance from our partner, a local food pantry/hunger organization.

The Empty Bowls Banquet required students to research the issue of hunger and bring awareness to the problem in our community. The students created original ceramic bowls that were auctioned off at the banquet as a fund-raiser for our hunger partner, the Oasis Compassion Agency.

Rolling Green Elementary worked with me in scheduling the visits to their school to present project activities and is eager to continue this partnership next year. The Oasis Compassion Agency visited our school and gave a presentation on the realities of hunger and the services they offer and are also eager to partner with us again 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.*

During the 2006-2007 students created the following products: original illustrations and writing for the Florida Wildlife activity book titled The Colors Under the Sea for Rolling Green Elementary 3rd graders, handmade ceramic glazed bowls for the Empty Bowls Banquet silent auction, and designed and assembled the All About Me books for elementary age clients of our partner, a local food pantry/ hunger awareness organization.

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"/>	Trainings	<input type="text" value="3"/>	Public Presentations
<input type="text" value="2"/>	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.*

The students gained an increased sense of community responsibility upon completion of these projects. The community also benefited from the activities. The students during all three of the activities, learned to work together, make critical decisions that resulted in the creation of The All About Me books and the Florida Wildlife Activity book. The art projects my students made helped those children less fortunate than them.

Students gained self esteem and felt good about their accomplishments as a group. These impacts were evident in reflection essays and class discussion.

- 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.*

Rolling Green Elementary 3rd graders who received the Florida Wildlife coloring/reading book did quite well on the FCAT. The All About Me books were given to elementary age children who visited a local hunger organization with their parents. This book gave them something to call their own.

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
Advanced Art/Art Appreciation	8	25 %
Art/Art Appreciation	7	25 %
		%
		%
		%

Sunshine State Standards Addressed

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

1. LA.A.1.3 The student uses the reading process.
2. LA.B.1.3 The student uses writing effectively.
3. VA.A1.3 The student understands and applies techniques and processes.
4. VA.B.1.3 The student creates and communicates a range of subject matter, symbols and ideas using knowledge of structures and function of visual arts.
5. VA.D.1.3 The student assesses evaluates and responds to the characteristics of works of art.

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

The achievement of standards was measured by the completion of art projects, to include; the Florida Wildlife activity book, ceramic bowls for the Empty Bowls Banquet, the All About Me book, student participation, oral discussion, teacher observation, written student reflections and journal writing. The art projects were graded by an art rubric specifically designed for these projects..

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 5: increase the quantity and improve the quality of education options. Exposure to the arts is an important part of a well rounded individual. Through these projects students will have a greater exposure to the arts, learn different art techniques, and use these techniques as well as practical reading and writing assignments to help serve our community.