



## 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	Gold Coast School of Choice		
School District	Palm Beach County		
Amount Requested	\$ 9,000		
Project Title	(Project title must include the phrase "Learn & Serve" within it) Intergenerational Bonding – A Learn and Serve Program		
School-level, or Day-to-Day Coordinator	Terrence Dozier/Donald Gibson		
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Address	4260 Westgate Avenue, West Palm Beach, FL 33409		

### 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.*

The Learn and Serve Intergenerational Bonding Program gives students the opportunity to participate in a number of service based learning projects. The program is designed to increase student academic achievement and engagement, with special emphasis on the reading process.

Students research, plan, plant, and cultivate a community vegetable garden that is used to prepare food for senior citizens, the homeless, the hungry, and shut-ins throughout the community. Meals are prepared twice a month by students, business partners, and faculty and staff and then delivered to various sites throughout the county.

A native plant garden is being created to create on-campus locations for students to study bird and butterfly habitats. This project will be expanded in the 2008 school year to increase focus on environmental concerns, emphasizing the role students can play in renewing and reusing resources. Students will create compost bins and study the "Worms Eat our Garbage" program to recycle cafeteria waste, study native plant to utilize xeriscaping in the habitats, and then use the gardens to educate members of the community.

Students will serve on a Service Learning Youth Council which will plan, conduct, and evaluate the various service learning projects at the school center.

### 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.

Kindergarten   
  1<sup>st</sup> Grade   
  2<sup>nd</sup> Grade   
  3<sup>rd</sup> Grade   
  4<sup>th</sup> Grade

15	5 <sup>th</sup> Grade	20	6 <sup>th</sup> Grade	50	7 <sup>th</sup> Grade	50	8 <sup>th</sup> Grade	50	9 <sup>th</sup> Grade
0	10 <sup>th</sup> Grade	0	11 <sup>th</sup> Grade	0	12 <sup>th</sup> Grade				
210		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.

20	Average Number of Service-Learning Hours per Student during School Year
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4200	Total Number of Student Service-Learning Hours <i>Total # of Students Conducting S-L Activities x Average # of S-L Hours per Student</i>
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\$28,014	Total Monetary Value of Student Service-Learning Hours <i>Total # of Student S-L Hours x \$6.67 per Hour</i>
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**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.

30	Pre-K – Elementary School		Middle School		High School
	Higher Ed	400	Other Adults		
430		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.

15	Number of Faculty, Teachers, and Staff Participating in this Project
0	Number of AmeriCorps*VISTA Members Participating in this Project
30	Number of Other Adult Volunteers Participating in this Project (Includes College Students Doing Service-Learning)
45	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 school currently has formed a literacy council to help address the poor reading, writing, and research skills of the students. Continuation of the Florida Learn and Serve Program would allow students to take the skills they are currently being taught in the classroom, and apply them in a meaningful way. The priority-learning goal as identified by the literacy council of Gold Coast is to teach students to use the reading process effectively (Sunshine State Standards: Language Arts). A large majority of our students have been the recipients of community service in the past. However, very few of them have had the opportunity to serve someone else in return. The mission of Gold Coast is to provide all students with HOPE ( H=Harmony, O=Opportunity, P=Principles, E=Education) so that they gain the skills, knowledge, and ethics necessary for gainful employment, responsible citizenship, and lifelong learning. A Service Learning Program would allow the staff at Gold Coast to continue to offer the elements of HOPE to the students. Students would be able to see themselves as positive role models to the community, thus increasing their sense of worth and self-esteem. At the same time, since the community perceives many of these students as troublemakers, it will

give the students the opportunity to present their image in a better light to the community.

#### *Needs of Service Recipients*

The senior citizens who are being served are currently sick, elderly, or shut-in community members who have difficulty preparing meals, caring for their homes and their communities. The seniors being served have difficulty accessing the community, and typically remain in their homes for the majority of the times. They must rely on others to help take care of their basic needs. However, many of these seniors do not have family members or friends to supply these services. The students in the program will be able to meet these needs of the senior citizens.

The 30 elementary students who are being served are students on the school campus. These students have demonstrated behavioral problems that resulted in removal from their regular school campus. Due to the lack of positive role models in their program, middle school students will serve as positive mentors to these students.

### 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.*

#### *What service-learning activities will be conducted to address identified needs?*

Gold Coast has already begun to implement Service Learning into the school, however next year's program would like to expand and increase its current impact.

The first element of the program will be the Service Learning Youth Council. These students will serve as an advisory council at the school site. Members of the group will serve as student leaders and mentors to encourage classmates to participate in service learning activities. This group will also help plan and evaluate service learning activities on campus. Other activities will include planning and reflecting, as well as educating other students and faculty about the importance of service learning.

Second, the Culinary Arts and Science classes will be involved with the Soup Kitchen. The students will study and work with the Community Garden, using the food and other donations to create and deliver meals to the elderly, shut-in, hungry, and homeless. The Soup kitchen is held 2 Saturdays per month, however the preparation is ongoing. The Soup Kitchen is prepared on the campus; however, the meals are not served on the school campus. All meals are delivered to the senior communities and shut-ins in various neighborhoods in the area. If the need is presented, the Soup Kitchen will again provide meals to those affected by temporary homelessness and hunger, as caused by natural disasters such as hurricanes.

The second plant and flower garden will be continued on the school campus growing native plants. These plants will be seeded and cultivated on campus. The garden will be used to create living classrooms to study native birds and butterflies. Expansion of both gardening aspects will include the addition of compost bins for food and waste recycling, bird and butterfly habitats, and native plant research. The "Worms Eat our Garbage" program will be used to learn about waste recycling in creating the compost program.

Finally service learning will be taught as an integral component of the elective courses currently offered at Gold Coast. With the addition of a ninth grade, specific electives have yet to be identified, but it is anticipated that a Culinary Arts and business elective will both include the elements of service learning as a required part of their program. Students taking the course will leave having a

greater understanding of service learning and its importance.

### *Key elements of Service Learning*

**Preparation/Planning** – Students will help plan the gardens, prepare meals for the soup kitchen, and the service learning council will help train students and teachers in the school. Students will research and learn information necessary concerning senior issues.

**Action** – Students will care for the garden, run the soup kitchen and recycle and reduce food waste through the creation of compost bins.

**Reflection** – Students will create scrapbooks and journals regarding the program and discuss them with their classmates.

**Demonstration** – Students will create power point presentation to share their program with school members, community members and business partners. Youth Council members will train new members in the spring.

**Recognition/Celebration** – Students and community members will celebrate their experiences and all participants will receive certificates of recognition.

**Youth empowerment** – Students will serve as members of the Youth Council will meet weekly to plan, prepare, carry out, and reflect on service learning activities.

**Reciprocity** – Service Learning activities are based on a needs analysis conducted by student interviews with senior citizens

### *Integration with curricula, standards and course based assessments?*

The 2007-2008 service learning activities at Gold Coast will address the key learning areas of reading, civics, intergenerational, and environmental.

Every student in the school will participate in the **Reading** component, in which students will read novels concerning teenage and senior relationships, including *Leroy and the Old Man*, *A Long Way from Chicago*, and *The Graduation of Jake Moon* (Sunshine State Standards: Language Arts). Students will participate in reading, writing, research, and responding supporting the **Just Read, Florida**.

The **environmental** component will be connected to our Culinary Arts and Science classes. These classes will be involved in our Community Garden, which is used to help prepare food for the bimonthly Soup Kitchen. The Middle School science classes will study the plant life cycle, water cycles, nitrogen cycles, and ecosystems (Sunshine State Standards: Science) involved within the community garden. Studies will include decomposition, decay, recycling, conservation, xeriscaping, and habitat restoration and creation. Students will be studying food preparation, nutrition, and safety in the Culinary Arts Program in order to then prepare the garden vegetables in the Soup Kitchen.

Finally all areas will meet the **Civics and intergenerational component**. The food prepared at the Soup Kitchen will be delivered to Senior citizens and shut-ins in the community. Students will make several trips to senior citizen homes to provide meals, visitation, and friendship to the residents. Middle and high school students will serve as mentors to the elementary students as they work side by side in the gardening programs.

### *Student Roles*

All of Gold Coast's students will participate in at least one aspect of the service learning. All students will be required to participate in one hour of service learning each week. The Culinary Arts Program and Science classes will conduct the Community Garden and assist in the Soup Kitchen. The reading classes will read books about teenage and senior relationships. The math classes will conduct data analysis of garden life and program effectiveness.

Gold Coast currently has a group of twenty students who are trained in Service Learning. New students will be selected at the end of the 2007 school year and trained by the outgoing students to serve as council members in the 2008 school year. These students will have the opportunity to serve as student leaders in Service Learning during the 2007-2008 school year. The students in this group will serve as part of the advisory council for the school service learning projects.

### *Partnerships*

The Gold Coast Service Learning Advisory Committee will be composed of school staff and faculty members, the student members of the Service Learning youth Council, SAC members, community partner members, and business partners. The Council will begin meeting during the summer in order to plan for the upcoming year. The students will continue to meet bi-weekly and will come together with the rest of the council at the monthly School Advisory Council Meetings.

Gold Coast has already secured and maintained several partners for its Service Learning Program. The Palm Beach County Department of Community Services Community Action Program has provided the materials, volunteers, supplies, and beginning plants for the Community Vegetable Garden. The Kiwanis Club of West Palm Beach has agreed to make cash and food donations to support the monthly Soup Kitchen, as well as special donations for the holiday Soup Kitchens. The "Do Right" Church of Jesus Christ provides food donations, as well as, up to 10 volunteers at each and every Soup Kitchen. Mack and Sons will provide transportation and materials for these projects. (letters are attached)

New partners have been secured for the 2007-2008 school year. BellSouth has agreed to donate food and supplies that will

be used in the Soup Kitchen. The Palm Beach County Board of Commissioners has provided \$10,000 to be used for food and supplies for the Soup Kitchen. Southern Garden nurseries has donated plants and offered educational support to teach students about the plants in the bird and butterfly habitats.

Additional marketing and recruitment of business partners will continue in the 2007-2008 school year. Students in the Service Learning Council will write letters and visit businesses to encourage support. They will also make presentations at the Kiwanis Club, school district, and area businesses to highlight the program and encourage continued and new support.

#### *Program Expansion*

During the 2007 school year, the students grew food, prepared meals, and delivered meals to the senior citizens in their communities. Students also expanded the vegetable garden to include plants and flowers that were used to allow for community beautification in the neighborhoods. Garden products were also used to create gifts and projects that were shared at various nursing homes throughout the county.

Students participating in the 2007 school year project indicated a continued interest in environmental issues through their studies in the garden. In the 2008 school year, the garden project will not only serve as a source of food, but students also plan on studying and focusing on renewable resources, decomposition of cafeteria waste through composting, and on increasing the use of native plants to increase habitats for native birds and butterflies. The program has also applied for additional grants to increase the funding source to buy food supplies for the Soup Kitchen. If this funding is received, the Soup Kitchen Program will be expanded to more recipients, as well as additional dates.

The elementary program will be using the "Worms Eat Our Garbage" program to recycle cafeteria waste and create fertilizer and compost that will be used in the gardens. They have also planned to create a herb garden that will be an additional resource for the Soup Kitchen.

Gold Coast will be adding a ninth grade class during the 2008 school year. This will provide the opportunity for veteran Service Learners to return as leaders in the program. The expansion of additional grade levels will help provide a continuity that will hopefully contribute to the development of citizens with a lifelong commitment to service.

### 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.

The following products will be created as a result of activities in the 2007-2008 school year:

- Meals provide through the Soup Kitchen
- Training for teachers and other students about service learning
- Community vegetable garden
- Bird and butterfly habitats
- Compost from the recycling bin
- Scrapbooks and PowerPoint presentations documenting service learning activities
- Gifts created from the plants and flowers in the garden

- Reflection journals, and letters about service learning projects
- DVD's recording living legacies of senior community members

**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
Intensive Reading	6-8, 9	10% %
Science	3-9	10% %
Electives	6-8	10% %
Culinary Arts	6-9	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 – Students will use the reading process effectively
2. SC.D.1.3.2 – organisms are growing, dying and decaying as new organisms are produced by the old ones
3. SC.G.2.3.4 – human roles in ecosystems and ramifications of their actions on the ecosystem
- 4.
- 5.

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

Achievement of Standards will be assessed through teacher observation; classroom based tests and projects, and standardized test scores. Students will participate in a variety of projects and activities that will demonstrate achievement of these standards. FCAT scores, Common assessments, and Palm beach Diagnostic test will also be used to demonstrate mastery.

**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.

Reading growth will be measured using the FCAT scores, reading teacher observations, as well as demonstrated growth on the Scholastic Reading Inventory (SRI). To demonstrate mastery, 75% of students will show at least 1 years growth on their SRI scores and lexile levels. Students will also use self-evaluation and reflection by documenting their experiences in their reflection journals. The CIS classes will keep portfolios documenting and assessing their use and incorporation of the service-learning curriculum. Service learning hours will be documented through sign in sheets, journal logs, and reflection sheets.

- 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 senior citizens will demonstrate a growth of a 50% more positive opinion of teenagers in the community. This will be measured through pre-and post surveys of participants as well as student conducted interviews with the seniors.

The elementary students being served will demonstrate a 25% reduction in behavioral problems in the classroom as measured by the referral rate and teacher observations.

## 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](http://www.fldoe.org/Strategic_Plan/pdfs/2005-07_StratPlan.pdf)) will be addressed.
- *Limit to 100 words.*

Students will participate in the **Reading** component, in which students will read novels concerning teenage and senior relationships, (Sunshine State Standards: Language Arts). Students will participate in reading, writing, research, and responding supporting the **Just Read, Florida**.

The project will support **Strategic Imperative 3: Improve student rates of learning**. Students will have the opportunity to use multiple modalities, cooperative learning, research based learning, and hands-on activities that support the growth of student learning rates. The project is aimed to increase student performance, not only in reading, but also in other subjects including mathematics, writing, and science.

## 6. DISSEMINATION PLAN (5 points)

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

Gold Coast will offer in-service training to interested staff, faculty, students and community partners. Service Learning information will be disseminated at parent conferences, through the guidance office, at School-Advisory meetings, and in the monthly school newsletter. Information will also be distributed through the local news channels and newspapers. Students will make presentations at various businesses to share the program with the community and increase business partner support. Middle and high school students will share information learned in the Service Learning activities in the gardening component with the elementary students on campus.

**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.

Match	How Calculated	Cash Match	In Kind Match	Total Match
School District of Palm Beach County	In-direct \$12,000 x 2.81%		\$337	\$337
Mack and Sons	Transportation x \$40.00/day x 2 days per month x 9 months = \$720		\$720	\$720
Palm Beach County Board of Commissioners	Grant to pay for food supplies for community Soup Kitchen	\$10,000		\$10,000
Gold Coast School/Copier	Use of school copier - includes paper and toner supplies		\$300	\$300
The Do-Right Church of Jesus Christ	10 + volunteers 2 days/month x 3 hours per day \$10/hour x 9 months		\$5400	\$5400
	Food donations		\$3000	\$3000
<b>TOTAL</b>		<b>\$10,000</b>	<b>\$9,757</b>	<b>\$19,757</b>

**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.

Kindergarten
  1<sup>st</sup> Grade
  2<sup>nd</sup> Grade
  3<sup>rd</sup> Grade
  4<sup>th</sup> Grade



<input type="text" value="15"/> 5 <sup>th</sup> Grade	<input type="text" value="13"/> 6 <sup>th</sup> Grade	<input type="text" value="55"/> 7 <sup>th</sup> Grade	<input type="text" value="50"/> 8 <sup>th</sup> Grade	<input type="text" value="0"/> 9 <sup>th</sup> Grade
<input type="text" value="0"/> 10 <sup>th</sup> Grade	<input type="text" value="0"/> 11 <sup>th</sup> Grade	<input type="text" value="0"/> 12 <sup>th</sup> Grade		
<input type="text" value="150"/> 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="30"/> Pre-K - Elementary School	<input type="text"/> Middle School	<input type="text"/> High School
<input type="text"/> Higher Ed	<input type="text" value="400"/> Other Adults	
<input type="text" value="430"/> 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.

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

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

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(ies) 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.

Gold Coast has adopted a Literacy model in which reading and increasing reading achievement is the priority goal of the school. The priority-learning goal as identified by the literacy council of Gold Coast is to teach students to use the reading process effectively (Sunshine State Standards: Language Arts). A large majority of our students have been the recipients of community service in the past. However, very few of them have had the opportunity to serve someone else in return. The mission of Gold Coast is to provide all students with HOPE (H=Harmony, O=Opportunity, P=Principles, E=Education) so that they gain the skills, knowledge, and ethics necessary for gainful employment, responsible citizenship, and lifelong learning. The intergenerational Bonding Program has provided the opportunity for the staff at Gold Coast to continue to offer the elements of HOPE to the students. Students are able to see themselves as positive role models to the community, thus increasing their sense of worth and self-esteem. At the same time, since the community perceives many of these students as troublemakers, it gave the students the opportunity to present their image in a better light to the community.

The Seniors served by the program are the sick, the shut-in, and the hungry. Financial and physical means are limited and many of the seniors depend on the meals and visits of the students in order to make ends meet each month. Senior citizens were also able to share their oral histories and create living legacies with the students.

***The key components of the 2006-2007 school year included:***

***Community Vegetable Garden*** – Located on the school campus, the garden has become a key part of our program. Different classes help design, plant and maintain the vegetable garden. Community guests come and help teach our students the basics of gardening and then our students take control. Food grown in the garden is used in the bimonthly Soup Kitchen. Flowers grown in the garden are sent into the communities which receive the Soup Kitchen services to help with neighborhood beautification and community recreation for seniors.

***Soup Kitchen*** – The Soup Kitchen is the core element of our service learning program. Twice a month students, community members, faculty and staff, and business partners meet on campus to plan, prepare, cook, and deliver almost 400 meals a month to the community. The meals are delivered to the elderly, the shut-in, the sick, and the homeless in our various communities. We also have special Soup Kitchens on Thanksgiving Day and Christmas Day.

***Intergenerational Bonding*** – Students have the opportunity to provide companionship to the elderly citizens that are visited during the Soup Kitchen. Classes studied the issues facing senior citizens today. This year students have also recorded oral histories of some of these seniors and are sharing this information with their communities. The students' new friends have important stories to be told and have enjoyed helping them share their lives with others.

***Achievers Unlimited*** – Students in the Achievers Unlimited group serve as campus leaders in the area of service learning. These students attend the Service Learning Institute each fall. They help plan, oversee, and coordinate all service learning activities on our campus. These students also serve as members of the grant writing team that helps to prepare the Service Learning Grant in the Spring.

***Bird and Butterfly Habitat*** – Students studied xeriscaping and created native butterfly and bird habitats on the school campus. Classes visited nurseries in the county to study the necessary plant life and science classes are conducting studies and experiments within the gardens as a "living" classroom.

New partners were secured for the 2006-2007 school year. The Palm Beach County Board of Commissioners provided \$10,000 to be used for food and supplies for the Soup Kitchen. The City Council of Riviera Beach has supplied money for supplies. We also have received smaller cash donations from private individuals. Walmart and Publix provided donations of food and supplies.

The Service Learning program has continued to expand and become an integral part of the campus and learning environment. Each year more teachers and classrooms are taking on service learning projects as part of their classroom curriculum. Two teachers applied for and received Service Learning mini grants from the Palm Beach County Department of Safe Schools. The

school is truly on its way to becoming a Service Learning School.

- 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.

As a result of the service learning program at Gold Coast the following products were made:

- Meals for senior citizens
- Power point presentation educating classmates about the plight of the homeless and the hungry
- Poems and quilt created by intensive reading class provided to homeless shelter
- Community gardens
- Native bird and butterfly habitat
- Gifts created from the plants and flowers in the garden
- Reflection journals, and letters about service learning projects
- DVD's recording living legacies of senior community members

### 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="2"/>	Trainings	<input type="text" value="3"/>	Public Presentations
<input type="text" value="25"/>	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.

Participation in the program demonstrated an increased sense of worth and self esteem as measured by student reflection writing and classroom discussion. An unexpected result of the program was an increase in family involvement. Many students who volunteered at the Soup Kitchen also brought family members to participate in the program. Other parents were interested in participating in the gardening program.

The 2006 – 2007 plan projected that 75 % of the students in the program would demonstrate at least 1 years growth on the SRI. Test results indicate that 46 % actually demonstrated at least 1 year's growth on the SRI. While the numbers are not as high as expected, there were several factors contributing to these numbers. Due to district changes, two other behavioral programs were closed midyear and those students were

absorbed into our program. Therefore these students did not receive the benefit of participating in a full year of the program. When examining the data, the vast majority of students who were in attendance since August, did show growth on their reading scores. In fact many of them demonstrated multiple years growth. At the time of this application, FCAT reading scores had not been received.

- 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.

Senior interviews were conducted by students participating in the program. Senior citizens noted a change in attitude about teenagers in the community. Seniors indicated ease of burden of aging by being able to depend on the bi-monthly meal delivery. Students were able to promote the plight of the homeless and hungry by sharing their service and stories with the community.

**Curricular Integration of Service-Learning**

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

Name of Course(s)	Grade Level(s)	% of Grade
Intensive Reading	6-8	15 %
Middle School Science	6-8	10 %
Elective Courses	6-8	25% %
Pre-Algebra	8	10% %
Elementary Science/Social Studies	3-5	10% %

**Sunshine State Standards Addressed**

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

1. SC.D.1.3.2
2. SC.D.1.3.4
3. SC.G.1.3.5
4. LA.A.1.3 - use the reading process effectively
- 5.

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

Achievement of standards was measured through teacher graded assignments and classroom tests. Teachers also completed informal observations based on classroom discussions, reflection journals, and letter writing. Reading and writing standards were measured based on scores on the Scholastic Reading Inventory and FCAT scores.

**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](http://www.fldoe.org/Strategic_Plan/pdfs/2005-07_StratPlan.pdf)) were addressed.
- *Limit to 100 words.*

Students in the school participated in the **Reading** component, by reading novels concerning teenage and senior relationships, including *Leroy and the Old Man*, *A Long Way from Chicago*, and *The Graduation of Jake Moon* (Sunshine State Standards: Language Arts). Students participated in reading, writing, research, and responding supporting the **Just Read, Florida**.

**Strategic Imperative 3: Improve student rates of learning**

Students had opportunities to use multiple modalities, cooperative learning, research based learning, and hands-on activities that supported the growth of student learning rates. Besides reading, the project also aimed to increase student performance in mathematics, writing, and science.