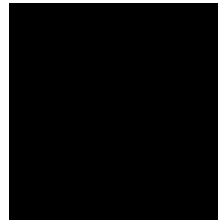


ENCLOSURE 1



Florida Learn & Serve Florida Service-Learning Leader Schools Recognition Program 2008-09 Application Form

Please respond to all items. Boxes will expand to accommodate text. Do not exceed specified word limits.

CONTACT INFORMATION

NAME OF DISTRICT: Pasco	
NAME OF SUPERINTENDENT: Heather Fiorentino	
ADDRESS: 7227 Land O'Lakes Blvd	
CITY: Land O'Lakes	ZIP CODE: 34638
PHONE: (727) 774-2000	FAX: (813) 794-2326
E-MAIL: hfiorent@pasco.k12.fl.us	
DISTRICT WEB SITE: www.pasco.k12.fl.us	

School Service-Learning Contact

NAME OF SCHOOL: Seven Springs Middle School	
NAME OF CONTACT: Cindy Tehan	
ADDRESS: 2441 Little Rd	
CITY: New Port Richey	ZIP CODE: 34655
PHONE: (727) 774-6700	FAX: (727) 774-6791
E-MAIL: ctehan@pasco.k12.fl.us	
SCHOOL WEB SITE: HTTP://SSMS.PASCO.K12.FL.US	

ELECTRONIC CERTIFICATION

Because the application is being submitted electronically, and signed letters of support are required from the superintendent and building principal, a hard page with signatures is not required.

I hereby certify that, to the best of my knowledge, the information in this application is correct and complete.

Name of School Principal or Designee David Salerno	Date of Certification Dec. 12, 2008	Name of Superintendent or Designee Heather Fiorentino	Date of Certification Dec. 12, 2008
-------------------------------------------------------	-------------------------------------------	----------------------------------------------------------	-------------------------------------------

Application must be received by close of business on December 17, 2008.

APPLICANT SCHOOL DATA

EVIDENCE OF MEETING MINIMUM ELIGIBILITY REQUIREMENTS

Provide assertions that minimum eligibility requirements to apply for Florida Service-Learning Leader School status are met. To be eligible to apply, you must be able to answer "Yes" to four of the following five statements:

- | | | |
|--------------|--------------------------|-----------|
| x YES | <input type="checkbox"/> | NO |
|--------------|--------------------------|-----------|

 Your school has at least four years of service-learning implementation/experience. Service-learning began at the school in the year **1989**
- | | | |
|--------------|--------------------------|-----------|
| x YES | <input type="checkbox"/> | NO |
|--------------|--------------------------|-----------|

 Your school has service-learning in multiple discipline/subjects.
- | | | |
|--------------|--------------------------|-----------|
| x YES | <input type="checkbox"/> | NO |
|--------------|--------------------------|-----------|

 Your school has service-learning in multiple grades.
- | | | |
|--------------|--------------------------|-----------|
| x YES | <input type="checkbox"/> | NO |
|--------------|--------------------------|-----------|

 Service-learning at your school is tied to course assessments and is not just co-curricular.
- | | | |
|--------------|--------------------------|-----------|
| x YES | <input type="checkbox"/> | NO |
|--------------|--------------------------|-----------|

 There is empirical/quantitative evidence of positive impacts of your school's service-learning activities on participating students (academic, social/behavioral, civic, skills acquisition) and the people or communities that have been served. Provide this evidence in the box under #6 (Impacts of Service-Learning at School) in the Narrative section below.

SCHOOL-SITE DATA

Number of students in school 1,350	Number and percent of students participating in service-learning 659 students, 49%	Number of teachers in school 80	Number and percent of teachers providing service-learning projects 48%
---------------------------------------	---------------------------------------------------------------------------------------	------------------------------------	---------------------------------------------------------------------------

STUDENTS PARTICIPATING IN SERVICE-LEARNING

- Give the number of students in each grade level who are currently participating in service-learning activities in the school.

<input type="text"/>	Kindergarte	<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" value="196"/>	6 th Grade	<input type="text" value="291"/>	7 th Grade	<input type="text" value="172"/>	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 Participating in Service-Learning Activities

- Calculate the average number of service-learning hours each student will conduct during this school year. Time actively spent by students on elements of course-based service-learning—project preparation, design, planning, action, demonstration, and reflection (recognition activities excepted) may be counted as service hours.

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

Monetary Value of Student Service-Learning Hours
Total # of Student S-L Hours x \$6.79 per Hour

TEACHERS CONDUCTING SERVICE-LEARNING ACTIVITIES

- Calculate the number of teachers in each grade who are conducting service-learning as part of their classes during this school year.

<input type="text"/>	Kindergarte	<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" value="10"/>	6 th Grade	<input type="text" value="15"/>	7 th Grade	<input type="text" value="14"/>	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				

RECIPIENTS OF SERVICE FROM SERVICE-LEARNING ACTIVITIES

- Estimate the number of people in each category who will be served by service-learning activities in this school year.

<input type="text" value="1,000"/>	Pre-K – Elementary School	<input type="text" value="2,000"/>	Middle School	<input type="text"/>	High School
<input type="text"/>	Higher Education	<input type="text" value="100"/>	Community Members		

Total Number of People Served by Service-Learning Activities

CLASSES/COURSES UTILIZING SERVICE-LEARNING

List the classes/courses that include service-learning activities, and indicate the level of activity and integration of service-learning into each course, on a scale of 1-5 (these ratings should differ in some cases). Time actively spent by students on elements of course-based service-learning—project preparation, design, planning, action (conducting service), demonstration, and reflection (recognition activities excepted)—should be included in determining levels of frequency as well as integration with course curricula and assessment.

- A. Class/Course:** Name of class or course, noting levels for different grades and if the course has multiple sections with service-learning.
- B. Type(s) of Project(s) in Class/Course:** Environmental, intergenerational, tutoring, technology, history, foreign language, disaster-related, health, human needs, etc.
- C. Activity Level/Frequency:** On a scale of 1-5, rate how much and how often service-learning occurs in each class/course: **1** = 1-2 times a semester. **2** = 1-2 times per 9 weeks. **3** = At least 1 time each 2 weeks. **4** = Weekly. **5** = At least 2 days a week.
- D. Level of Service-Learning Integration with Curricula and Assessment:** On a scale of 1-5, rate the degree to which service-learning activities are formally linked with standards, curricula, and students' grades in the class/course: **1** = Primarily co-curricular. **2** = Link with some course standards, at least 10% of grade. **3** = Link with multiple standards, at least 20% of grade. **4** = Significantly linked with curricula/standards, at least 33% of grade. **5** = Primary vehicle for delivery of curricula, more than 50% of grade.

		1 2 3 4 5						
A. Course/Class: Lead the Pack Leadership Class/Youth Council	B. Type(s) of Project(s) Leadership of multiple service learning projects and adoption Of project Miles of Smiles, reaching out to hospitalize children	Grade 7/8	C. Activity Level/Frequency					X
			D. Integration of S-L					X
A. Course/Class: Graphic Arts	B. Type(s) of Project(s) Technology, Human Needs	Grade 7,8	C. Activity Level/Frequency			X		
			D. Integration of S-L		X			
A. Course/Class: Reading	B. Type(s) of Project(s) Tutoring	Grade 6,7,8	C. Activity Level/Frequency		X			
			D. Integration of S-L		X			
A. Course/Class: Language Arts (Social Inclusion)	B. Type(s) of Project(s) Human Needs	Grade 7	C. Activity Level/Frequency		X			
			D. Integration of S-L	X				
A. Course/Class: Drama	B. Type(s) of Project(s) Character Education	Grade 7,8	C. Activity Level/Frequency					X
			D. Integration of S-L					X
A. Course/Class: Oral Histories	B. Type(s) of Project(s) Intergenerational	Grade 6	C. Activity Level/Frequency			X		
			D. Integration of S-L				X	
A. Course/Class: Drop Out Prevention	B. Type(s) of Project(s) Career Awareness	Grade 7,8	C. Activity Level/Frequency					X
			D. Integration of S-L				X	
A. Course/Class: Leadership Class	B. Type of Project: Environmental	Grade 7,8	C. Activity Level/Frequency					X
			D. Integration of S-L				X	
A. Course/Class: Art	B. Type of Project: Human Needs	Grade 7,8	C. Activity Level/Frequency					X
			D. Integration of S-L				X	

APPLICATION NARRATIVE

1. History of Service-Learning at School

In the box below and in no more than 350 words, provide information on the origins, history, development, growth, improvement, challenges, and successes of your school's service-learning program.

Seven Springs Middle School first introduced service-learning to our students in 1998. Cindy Tehan, drama teacher, used her flexibility and creativity to establish a character education program through her drama classes. Drug awareness, bullying and other timely topics were depicted in vignettes to the students. The program continued to expand to include presentations to elementary school children. In 2001, chorus, under the direction of Mrs. Musselman, officially joined the efforts to spread a positive message about character development. By 2005, action research demonstrated the need for a larger outlet for students to participate and offer support for the community. Our school wanted more involvement with service-learning, but the need to have a controlling organization that gave voice to students was apparent. During a service-learning committee meeting, the idea was presented to establish a class dedicated to training students to assist others with service-learning and to promote service-learning throughout our school through the award of mini-grants to assist with a variety of projects. In 2006, this youth leadership council, known as the Lead the Pack class, became a reality. The students in Lead the Pack supervised and documented nine service-learning projects. By 2007, the number of projects increased substantially to fifteen projects. Through our current administration, support from the principal, Mr. David Salerno, and Assistant Principal, Mrs. Rebecca Musselman, formerly the chorus director, the Lead the Pack class under the direction of Mrs. Cindy Tehan continues to expand the development of service-learning through our school. The Lead the Pack class for 2008 had to limit funding for many of the projects proposed due to the number and scope of projects. In addition, our school was named as the Southeast Region network generator school for the National Youth Leadership Council network generator project; one of six schools nationally. The Lead the Pack class has also connected with Prospect Sierra Middle School in California to share and to discuss service-learning projects through skype technology.

2. Current Service-Learning Status and Activity at School

In the box below and in no more than 500 words, provide information on the current status of service-learning at your school, to include addressing the following areas:

- Descriptions of activities/projects;
- Student and community needs the projects address;
- Roles of students, teachers, administrators, parents, and partners in activities; and
- Unique aspects/strengths of your projects.

Twenty-one Lead the Pack students (7th and 8th graders) began the year with a day of team-building at the nearby YMCA. In September, the students studied what service learning involves through Cathy Berger Kaye's book and through examination of the student-created artifacts from the 2007-2008 year, including 15 display boards, 60 scrapbook pages and 14 iMovies describing the projects of last year. Then, the class brainstormed and finally narrowed down their class project to "Miles of Smiles," a project of outreach to chronically ill, hospitalized children. With the help of the Make a Child Smile website, the students create cards and small toys to send to children who are ill. In addition, once each semester they travel by parent cars to the Ronald McDonald house to serve a meal. By October 1st, the students had outlined and planned their class project: "Miles of Smiles." Together, the Lead the Pack (LTP) students wrote a grant proposal using the models from Kaye's book and including a detailed budget and final evaluation plan. The faculty of Seven Springs Middle School (SSMS) was then invited to submit a grant

proposal, using the “Miles of Smiles” grant as the model. Eight different faculty members spearheaded 1, 2, or 3 mini-grant project(s) with help from multiple faculty members and with student leaders and buy-in. In mid-October the faculty leaders chose two student leaders for each of 15 different project proposals. The student leaders then met with the LTP students to write up their mini-grant proposal. At the end of October, the Youth Council met to discuss and evaluate each of the 15 proposals. All 15 were funded, although several were funded at a lower amount than requested. \$6,020 was awarded to 15 different projects, each impacting the community in a different way. Each student in LTP was then assigned one or two projects to follow as the historian of that project. In December, the first scrapbook page and the first two minute movie about the project is due. The following projects are in their third year: Re-Read, providing reading tutoring by middle school students for elementary students 23 times (Wed. afternoons) throughout the school year; Make A Difference, providing messages of hope and cheer for people with MS; Graphics Goes Green providing publicity for special events and programs; Character Education, providing dramatic performances to influence positive character traits and good citizenship; Social Inclusion, uniting the physically and mentally abled with the disabled; Be a Star for a Brighter Tomorrow, creating beautiful pieces of jewelry and selling them to make funds for the needs of people with MS; and Paper Recycling, collecting paper throughout the school twice a week and recycling it. New endeavors include the following: Miles of Smiles, reaching out to chronically ill children through cards and through meals served to their parents; Oral Histories, recording the experiences of the elderly to better understand our history; Opportunity Knocks, to promote careers that are independent of the 4-year college degree; Dual Language, which promotes the extension of both English and Spanish learning for 6th grade students. Each year brings back the veterans and entices the novice to the benefits and value of service learning.

3. Infrastructure to Sustain Service-Learning at School

In the box below and in no more than 400 words, provide evidence of effort and current status on the following indicators of sustainability:

- Ongoing programming—describe mechanisms in place to continue existing and initiate new service-learning projects;
- Financial support—detail sources of support to conduct new and sustain existing service-learning activities;
- Dedicated staff—describe roles of faculty and/or administrators with recognized and supported responsibilities as service-learning leaders or coordinators;
- Links with policy—detail how service-learning is formally recognized and encouraged in the school or district as a way to help the school meet its mission and fulfill its vision of education;
- Training/technical assistance—describe systems to provide ongoing service-learning training and/or professional development to key stakeholders (teachers, administrators, students, etc.); and
- Long-term partnerships—describe activities and successes in garnering long-term collaborations for service-learning efforts.

Service learning began with character education through drama ten years ago. LTP, our youth council, in its third year manages and administers the mini-grant projects. The following are also in their third year: Graphics to instill school spirit, Social Inclusion to develop tolerance, Re-Read to reinforce reading skills, and Star for a Brighter Tomorrow to support Multiple Sclerosis patients. The other 11 programs including Soles for Souls, Opportunity Knocks and NJHS Intergenerational, began last year or are new this year. Many of the original minigrant writers have partnered with new grantwriting teachers to assist them. In the past year, we have obtained additional monies from the school and from Pasco Education Foundation. Seven Springs Middle School is very fortunate to have an administration dedicated to the continuance of service learning. Our current principal, Mr. David Salerno supports the concept of service learning, and is a key member of the service learning committee. He served on the evaluation team for our self-assessment for goal setting. Assistant Principal Rebecca Musselman participated in the early development of service learning and is a proponent of service learning within the district. Strong support from the administrative team is a vital part of building a

sustainable infrastructure. Other members of the service learning team include teachers of reading, career/technical, drama, art, and Foreign Language. Our School Improvement Plan has a civic/citizenship goal. We are networking to strengthen our school ties to the factions of the community that may assist and support our service-learning goals. For example, Wachovia Bank donates books to classrooms that participate with our student-led reading program. We actively and continuously seek out community groups with a mission similar to ours and encourage partnerships and sponsorships. The LTP class presents service learning to the community through many forums, including our district-level, the community-level and even the state-level by their participation in the Youth Voice for Service-Learning Day at the Capitol. The LTP class has begun to use new technology, such as skyping, to connect with other service-learning projects. We participate as a regional network generator school for the National Youth Leadership Council project. We update our technology through district training and support. The LTP students presented a workshop at the Florida State Service Learning Institute. This workshop included skyping and creating a message for YouTube on the power of youth. All twenty-one students of the LTP class have earned certificates and pins for their volunteer hours from the Presidential Service Awards. Principal Salerno presented these awards to the students.

4. Sustainability Index

Complete the State Education Agency K-12 Service-Learning Network (SEANet) Sustainability Index (a 60-question online survey at www.slqualityindex.com/index.cgi). Make and save an electronic copy of your completed Index, and submit it with your application as an attachment.

5. Fidelity to Standards for Service-Learning at School

In the box below and in no more than 300 words, provide evidence that the activities at the school adhere to national standards for service-learning (see Enclosure 2 for detail on standards and indicators). If a standard is adequately addressed elsewhere in your application, indicate where it is addressed and do not repeat the text here.

1. Duration and Intensity: This is our tenth year of service learning. The school believes in it to the degree that when district office sent out representatives to conduct a climate survey (early 2008) to choose the new principal, teachers insisted that the new principal believe in service learning.
2. Link to Curriculum: Each mini-project must be tied to the curriculum in order to get funded. The Youth Council did not fund one project because the curricular connection was unclear.
3. Partnerships: The nearby elementary schools support our service learning efforts by scheduling the reading tutoring and by attending our plays. The adjacent high school, USF and the district support our efforts with in-kind contributions.
4. Meaningful Service: Students have improved lexiles, combated peer pressure, and developed sensitivity to others in need.
5. Youth Voice: Lead the Pack class establishes grant criteria, monitors and documents each mini-grant. Students write the grant and have final decision-making authority. Two students also served on the evaluation committee of five to set goals for the coming year.
6. Diversity: Our grants involve the highest academic performers in our school (National Junior Honor Society) to the lowest academic performers (intensive reading students.) The grants include basic education students as well as special populations. All levels of status are represented.
7. Reflection: Every grant requires a reflection piece. We incorporated new methods of reflection this year including a privacy box to film yourself, a digital scrapbook, and even a Youtube video release. We document results in imovies, presentation boards, and individual journals.
8. Progress Monitoring: Student historians review the progress of each grant quarterly through a tracking document. The Lead the Pack class reports out to the group for suggestions, feedback, and evaluation in class and they also report to the class being monitored.

6. Impacts of Service-Learning at School and in Community(ies) Served

In the box below and in no more than 250 words, provide empirical/quantitative, as well as qualitative evidence of positive impacts of your school's service-learning activities on participating students (academic, social/behavioral, civic, skills acquisition) and the people or communities that have been served. Additional data may be included as an attachment.

1. Impact(s) on Participating Students:
In a school of 1,350 students, most students are engaged in service learning projects each year. The Lead the Pack class administers the grants for other groups and serves as historians for what the classes accomplish. They design and conduct their own service-learning project each semester. Last year, the LTP students conducted projects for the SPCA and the homeless, and promoted an environmental awareness program to protect the endangered sand hill cranes.
2. Impact(s) on Those/Community(ies) Served:

With fifteen school-based projects, there is not a student in our school who has not had some interaction with a service-learning project. Our projects and efforts have garnered so much attention that local groups have begun calling to request that the Lead the Pack class present about service-learning to their organizations. Pasco Education Foundation, Wachovia Bank, Multiple Sclerosis Society, AAUW (American Association of University Women), SPCA, and many other groups have engaged in partnership with our service-learning projects. We have had excellent rapport and publicity in our local newspapers. Even Senator Fasano became interested in assisting with the sand hill crane project and teaching students about the inner workings of the government. The homeless, the aged, the infirm, and the young have all benefited from our programs, and we have been fortunate to have the opportunities to touch the lives of thousands within our community and nationally.

7. Activity Plans as a Leader School for 2009-2010

Florida Service-Learning Leader Schools are expected to share their service-learning knowledge and experience with other schools, teachers, administrators, and students. In the box below and in no more than 400 words, describe plans for activities you will conduct as a Florida Service-Learning Leader School during the 2009-10 school year. These activities may include, but are not limited to, the following:

- Developing/providing training/technical assistance for other teachers and schools
- Creating and disseminating service-learning materials (curricula, publications, brochures, web sites, lesson plans, how-to guides, etc.)
- Convening educators from its community for service-learning forums or in-service training
- Giving local presentations on activities, service-learning, etc.
- Outreach to schools in your feeder pattern
- Advocating for service-learning
- Participation in service-learning events (such as the national service days and the annual Learn & Serve Challenge, <http://www.learnandservechallenge.org>, to raise awareness of and build support for service-learning)
- Presenting at local, state, and national professional conferences on service-learning efforts
- Seeking and arranging for media coverage of service-learning
- Training of trainers
- Meeting with or presenting to legislators, the school board, district administration, local elected officials, etc.
- Seeking additional financial support for service-learning
- Providing assistance to future applicants to the Florida Service-Learning Leader School program
- Contributing to local, state, and national service-learning policy and implementation
- Collaborating with nearby colleges of education
- Serving as a teaching lab for preservice teachers

Seven Springs Middle School has always viewed itself as a leader school and our LTP class is the spearhead of that leadership initiative. Our experienced grant sponsors naturally form partnerships with new mini-grant recipients to extend the grants to new arenas. We have strong support from administration and the technology and media partners within the school. The LTP class works with students in small groups to assist in writing and producing each grant. The Lead the Pack class presents to faculty and individual classes. Information and a service-learning presentation is included in the beginning teacher meeting at our school. Student movies are shown through PETV (Pasco Educational Television). On their website, the LTP class creates and posts service-learning information. As a leader school, our website will include materials, such as our grant application and surveys. We will also post our publications and how-to manuals with videos demonstrating what the class does. LTP will travel locally to other groups to

present what the goal of the class is and how we implement that goal. To reach schools and districts farther away than our immediate area, we could use technology such as skyping to connect and speak personally with these groups. We present to all of the schools in our feeder pattern through the character education program within our drama classes. Every student entering our school has knowledge of service-learning projects. We will increase the elementary schools exposure to service-learning concepts. We also work to promote service-learning in our community. Our LTP class will continue its contact with our legislature and will continue its participation in Tallahassee to advocate for service-learning. LTP will continue to present to conferences including our state Learn and Serve conference. We will continue to pursue positive publicity for the service-learning projects at our school and in a broader arena. Through our connection as a generator network school for NYLC, we can continue to connect with other leader schools across the country to broadcast the purpose of service-learning. We would like to serve as a preservice teacher training site, and we have close proximity to an excellent school of education at USF. We will make a world connection by sponsoring and skyping with an impoverished school in Rwanda to assist those students with the development of global service-learning. We have accomplished the requirements of a leader school, and we hope to expand our mission to promote service-learning.

8. Student Roles in Application

Because student leadership is a significant component to successful service-learning, students should participate in the creation and/or assembly of this application. Roles can include gathering information for the application, helping write the narrative, brainstorming ideas for Leader School roles and activities, creating the project web site referenced in the application, creating the video required for the application, creating the required display, etc. In the box below and in no more than 150 words, describe student roles in the application:

Students have created the website and the videos that describe the projects. Student-designed display boards and scrapbook pages further document our progress. Student members of the evaluation team also provided valuable input from the servers' perspective when evaluating the effectiveness of service-learning at our school. Two students served on the 5-person evaluation team and met over six weeks multiple times to analyze our current practices and provide valuable feedback. From their ideas, we learned our goals for improvement should include more varieties of reflection.

9. Project Web Site

Because communication with others is a hallmark of Leader Schools, every winning school must have a Web site—or a section on the school or district Web site—that describes its service-learning efforts. In the box below, put the link to this web site:

<http://ssms.pasco.k12.fl.us/SSMS/Home.html>
http://jaguarsfc.pasco.k12.fl.us/~Cynthia_Tehan/?OpenItemURL=S00018977
http://jaguarsfc.pasco.k12.fl.us/~Cynthia_Tehan/?OpenItemURL=S00036FE1
http://www.sptimes.com/2008/01/30/Pasco/Providing_safe_passag.shtml

10. School Service-Learning Video

Again, because communication and outreach are roles that Leader Schools will play, each Leader School needs to have a short (3-5 minute) video that highlights aspects of its efforts and activities. Include or produce this video and submit with application. If possible, put the video on your Web site or onto YouTube so reviewers can access it electronically. If necessary, mail a DVD of the video by the deadline to the address provided. Describe in the box below how the video will be accessible or sent:

See the video we made about the Power of Youth on You Tube. Go to You Tube and type in Power of Youth ice
See the two-volume video set of 13 projects from 2008-2009.

11. Service-Learning Display

Every Leader School needs to have a free-standing, tri-fold display that highlights aspects of its efforts and activities. Create a display, but **DO NOT SUBMIT IT WITH YOUR APPLICATION.** Photograph the display, and then either (1) include the digital image/photo with your application as an attachment, (2) place the image on your web site, or (3) include clear footage of it in your video. Describe in the box below how the image of the display will be accessible or sent.

http://ssms.pasco.k12.fl.us/SSMS/SSMS_News/Entries/2008/11/24_Lead_the_Pack_Awards.html#40

This slide show of our Presidential Service Awards breakfast includes photos of our display boards. Play slideshow for full photos.

12. Bonus Points—Submittal of Logo Design for Florida Service-Learning Leader Schools Program

Every applicant is invited to submit a student design (in electronic form if possible) for a logo for the new Florida Service-Learning Leader Schools program. This design must incorporate/include the Florida Learn & Serve Logo (see top of application for logo). Every application that submits a design will receive 2 bonus points, and the application submitting the winning design will receive 5 bonus points. If you elect to submit a logo design, indicate in the box below and then include the design as one of your attachments.

- We are submitting a logo design
 We are not submitting a logo design

13. Attachments

Applicants may provide additional relevant information to supplement the required narrative and data elements required on this form. There are two required attachments: one support letter each from the (1) school principal and the (2) district superintendent. Additional attachments can include letters of support from others, background information/data, media coverage, scans of artifacts from projects, photographs, scans of products made by students, rubrics, lesson plans, samples of reflection, and other related supporting materials.

In the box below, provide a table of contents for your attachments.

Table of Contents for Attachments for Seven Springs Middle School Application for Leader School

1. Superintendent's Letter
2. Principal's Letter
3. Logo Design A
4. Logo Design B

5. Student-created Brochure
6. Student-created Power Point
7. Photos of cards for Miles of Smiles Project (cards of cheer for hospitalized children)
8. Lesson Plans for Leadership Class

ENCLOSURE 2

National Standards for Service-Learning

K-12 Standards and Indicators for Quality Service-Learning Practice

Duration and Intensity	Link to Curriculum	Partnerships	Meaningful Service
<p>Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.</p> <p>Indicators:</p> <ol style="list-style-type: none"> 1. Service-learning experiences include the processes of investigating community needs, preparing for service, action, reflection, demonstration of learning and impacts, and celebration. 2. Service-learning is conducted during concentrated blocks of time across a period of several weeks or months. 3. Service-learning experiences provide enough time to address identified community needs and achieve learning outcomes. 	<p>Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.</p> <p>Indicators:</p> <ol style="list-style-type: none"> 1. Service-learning has clearly articulated learning goals. 2. Service-learning is aligned with the academic and/or programmatic curriculum. 3. Service-learning helps participants learn how to transfer knowledge and skills from one setting to another. 4. Service-learning that takes place in schools is formally recognized in school board policies and student records. 	<p>Service-learning partnerships are collaborative, mutually beneficial, and address community needs.</p> <p>Indicators:</p> <ol style="list-style-type: none"> 1. Service-learning involves a variety of partners, including youth, educators, families, community members, community-based organizations, and/or businesses. 2. Service-learning partnerships are characterized by frequent and regular communication to keep all partners well-informed about activities and progress. 3. Service-learning partners collaborate to establish a shared vision and set common goals to address community needs. 4. Service-learning partners collaboratively develop and implement action plans to meet specified goals. 5. Service-learning partners share knowledge and understanding of school and community assets and needs, and view each other as valued resources. 	<p>Service-learning actively engages participants in meaningful and personally relevant service activities.</p> <p>Indicators:</p> <ol style="list-style-type: none"> 1. Service-learning experiences are appropriate to participant ages and developmental abilities. 2. Service-learning addresses issues that are personally relevant to the participants. 3. Service-learning provides participants with interesting and engaging service activities. 4. Service-learning encourages participants to understand their service experiences in the context of the underlying societal issues being addressed. 5. Service-learning leads to attainable and visible outcomes that are valued by those being served.

K-12 Standards and Indicators for Quality Service-Learning Practice

Youth Voice	Diversity	Reflection	Progress Monitoring
<p>Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.</p> <p>Indicators:</p> <ol style="list-style-type: none"> 1. Service-learning engages youth in generating ideas during the planning, implementation, and evaluation processes. 2. Service-learning involves youth in the decision-making process throughout the service-learning experiences. 3. Service-learning involves youth and adults in creating an environment that supports trust and open expression of ideas. 4. Service-learning promotes acquisition of knowledge and skills to enhance youth leadership and decision-making. 5. Service-learning involves youth in evaluating the quality and effectiveness of the service-learning experience. 	<p>Service-learning promotes understanding of diversity and mutual respect among all participants.</p> <p>Indicators:</p> <ol style="list-style-type: none"> 1. Service-learning helps participants identify and analyze different points of view to gain understanding of multiple perspectives. 2. Service-learning helps participants develop interpersonal skills in conflict resolution and group decision-making. 3. Service-learning helps participants actively seek to understand and value the diverse backgrounds and perspectives of those offering and receiving service. 4. Service-learning encourages participants to recognize and overcome stereotypes. 	<p>Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.</p> <p>Indicators:</p> <ol style="list-style-type: none"> 1. Service-learning reflection includes a variety of verbal, written, artistic, and nonverbal activities to demonstrate understanding and changes in participants' knowledge, skills, and/or attitudes. 2. Service-learning reflection occurs before, during, and after the service experience. 3. Service-learning reflection prompts participants to think deeply about complex community problems and alternative solutions. 4. Service-learning reflection encourages participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens. 5. Service-learning reflection encourages participants to examine a variety of social and civic issues related to their service-learning experience so that participants understand connections to public policy and civic life. 	<p>Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.</p> <p>Indicators:</p> <ol style="list-style-type: none"> 1. Service-learning participants collect evidence of progress toward meeting specific service goals and learning outcomes from multiple sources throughout the service-learning experience. 2. Service-learning participants collect evidence of the quality of service-learning implementation from multiple sources throughout the service-learning experience. 3. Service-learning participants use evidence to improve service-learning experiences. 4. Service-learning participants communicate evidence of progress toward goals and outcomes with the broader community, including policy-makers and education leaders, to deepen service-learning understanding and ensure that high quality practices are sustained.