

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: Polk	
NAME OF SUPERINTENDENT: Gail McKenzie	
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CITY: Bartow	ZIP CODE: 33830
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School Service-Learning Contact

NAME OF SCHOOL: Lakeland High School	
NAME OF CONTACT: Jennifer Goleno	
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ELECTRONIC CERTIFICATION

Because the application is being submitted electronically, and signed letters of support are required from the superintendent and building principal, a hard copy 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 Tracy Collins	Date of Certification 12-12-08	Name of Superintendent or Designee Gail McKenzie	Date of Certification 12-12-08
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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:

- YES** **NO** Your school has at least four years of service-learning implementation/experience. Service-learning began at the school in the year
- YES** **NO** Your school has service-learning in multiple discipline/subjects.
- YES** **NO** Your school has service-learning in multiple grades.
- YES** **NO** Service-learning at your school is tied to course assessments and is not just co-curricular.
- YES** **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 2100	Number and percent of students participating in service-learning 2100- 100%	Number of teachers in school 107	Number and percent of teachers providing service-learning projects 30- 28%
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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.

Kindergarte
 1st Grade
 2nd Grade
 3rd Grade
 4th Grade

<input type="text" value="50"/>	5 th Grade	<input type="text" value="200"/>	6 th Grade	<input type="text" value="200"/>	7 th Grade	<input type="text" value="200"/>	8 th Grade	<input type="text" value="600"/>	9 th Grade
<input type="text" value="600"/>	10 th Grade	<input type="text" value="500"/>	11 th Grade	<input type="text" value="400"/>	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" value="5"/>	1 st Grade	<input type="text" value="50"/>	2 nd Grade	<input type="text" value="5"/>	3 rd Grade	<input type="text"/>	4 th Grade
<input type="text" value="5"/>	5 th Grade	<input type="text"/>	6 th Grade	<input type="text"/>	7 th Grade	<input type="text" value="5"/>	8 th Grade	<input type="text"/>	9 th Grade
<input type="text"/>	10 th Grade	<input type="text"/>	11 th Grade	<input type="text" value="30"/>	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="1400"/>	Pre-K – Elementary School	<input type="text" value="600"/>	Middle School	<input type="text" value="2100"/>	High School
<input type="text" value="50"/>	Higher Education	<input type="text" value="6,000"/>	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: Leadership I	B. Type(s) of Project(s) Environmental, intergenerational, tutoring, technology, human needs	Grade 9-12	C. Activity Level/Frequency				X
			D. Integration of S-L				X
A. Course/Class: Leadership II	B. Type(s) of Project(s) Environmental, intergenerational, tutoring, technology, human needs	Grade 9-12	C. Activity Level/Frequency				X
			D. Integration of S-L				X
A. Course/Class: Leadership Skills and Development	B. Type(s) of Project(s) Environmental, intergenerational, tutoring, technology, human needs	Grade 9-12	C. Activity Level/Frequency				X
			D. Integration of S-L				X
A. Course/Class: Culinary Arts	B. Type(s) of Project(s) Naughty Bowls Luncheon- human needs	Grade 9-12	C. Activity Level/Frequency			X	
			D. Integration of S-L			X	
A. Course/Class: Ceramics/Pottery I & II	B. Type(s) of Project(s) Naughty Bowls Luncheon-human needs	Grade 9-12	C. Activity Level/Frequency			X	
			D. Integration of S-L			X	
A. Course/Class: Fashion Production	B. Type(s) of Project(s) Bag Lady Project, Happy Sacks for the Homeless- human needs	Grade 9-12	C. Activity Level/Frequency			X	
			D. Integration of S-L			X	
A. Course/Class: AP Chemistry	B. Type(s) of Project(s) Chemistry Kits for Elementary Schools	Grade K-5 & 9-12	C. Activity Level/Frequency			X	
			D. Integration of S-L				

Copy and paste more boxes as needed for additional classes/courses. You may include more detail about individual courses (descriptions of activities, syllabi, lesson plans, rubrics, etc.) in your narrative and/or attachments.

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.

The Leadership Cadre began in 1999 as an after school club open to all students; unlike other service clubs, freshmen could join immediately. The original idea was for students to mentor younger students. In order to utilize a proven curriculum, a partnership was formed with Junior Achievement. After the Leadership students received training as Junior Achievement volunteers, they went to local elementary schools to mentor students. As a result of this first project, Leadership students then developed a curriculum that focused on problems confronting students in middle school. The students conducted training for 5th grade students at Crystal Lake Elementary. That same year the Leadership students sponsored the first Pasta for Pennies campaign. The campaign was very successful; therefore, LHS was invited to help sponsor the first Light the Night event in Lakeland to benefit the Leukemia and Lymphoma Society. LHS was instrumental in the success of this event and still has a strong presence today. With the support of the LHS administration and the Polk County School District, the first Leadership course was offered in 2001. Based on service learning methodology, the students facilitated projects such as writing and publishing coloring books to instruct local elementary students about Leukemia. Students also facilitated project based learning of economics which resulted in a Business Week magazine article recognizing LHS as one of the top 10 schools for infusing the teaching of economics throughout the curriculum. Additionally, the Leadership Cadre was awarded Leader School status through the National Learn and Serve program. The grant money received from that award was used to train teachers throughout the district on service learning. The Leadership program has flourished over the years and is now a cornerstone of Lakeland High School. The program educates over 120 students in 6 classes on service learning and conducts over 25 on -going service learning projects that impact more than 10,000 people in our community. Through service learning, the Leadership Cadre has made solid partnerships with the community that are sustainable for years to come.

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.

Lakeland High School actively supports 30 service learning projects that benefit the school and community. As part of the Leadership curriculum, students participate in daily, weekly, and monthly service learning activities. Students' grades are based on their participation in service learning activities. Weekly, the Leadership students address the needs of the elderly in our community by preparing 300 sandwiches and encouraging cards for VISTE. Our students have partnered with the City of Lakeland to implement a school wide recycling program. They requested cardboard recycle boxes from Keep Polk County Beautiful, Inc., painted the boxes green, designed a recycle logo, created informative posters, bulletin boards, brochures and are in the process of producing a video and rap song to be presented to the entire district. Leadership students collect recycled materials once a week and the City of Lakeland Solid Waste department picks them up each Friday. Students are interested in keeping our campus clean and beautiful and have begun a project to repaint the bathrooms on campus which are currently in disrepair. In March 2008, LHS hosted the seventh annual reading festival attended by 800 elementary students, 1,000 high school students, and 50 LHS staff. Planning for the eighth annual reading festival is currently underway; students have voted "Reading Renaissance" as the 2009 theme. The fifth annual "Naughty Bowls" (named for our school mascot the Dreadnaught) luncheon was held in December 2007. This event raised \$500 for the local homeless shelter, Talbot House. The sixth annual "Naughty Bowls," luncheon will be hosted in February 2009. LHS continues their fifth year of the Teen Trendsetter Club, a reading mentor program, serving 30 elementary students. Leadership students addressed the needs of Polk County's foster children by continuing the Bag Lady Project. For this project, the class collected 260 suitcases to clean and decorate for the 500+ foster children in the Polk County system. The Youth Council continues to award grants district-wide to a variety of groups addressing reading, civic/history, drug/violence prevention, environment, and intergeneration interactions and minimum of 50 service hours. The Leadership class continues to support and fundraise for American Cancer Society's Making Strides Against Breast Cancer, Leukemia Lymphoma Society's Pasta for Pennies and Light the Night, Autism Awareness, United Way of Central Florida, Lakeland Volunteers in Medicine's Lakeland Derby, and Juvenile Diabetes and Arthritis Foundation. Students research each campaign with guest speakers on the topic, the Internet, and books in the library. The students demonstrate their knowledge by educating the school and community about each topic and advertising each fundraiser. The Leadership students made presentations to English classes about the Penny Harvest campaign and how it relates to service learning. The students facilitated the Penny Harvest and raised \$1,352.63. The Leadership classes will research community needs and write grants to help various organizations in our community. Trainings will be held in the spring for teachers interested in implementing service learning in their school. It is LHS's goal to encourage and assist other schools to develop a successful service learning program.

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.

The Leadership Cadre has \$14,249 in matching funds from solid partnerships to sustain existing service learning projects and to initiate new service learning projects. School based support includes \$2,000 from the School Advisory Council used to fund Youth Council mini grants, \$1,000 donated by LHS service clubs to support the Reading Festival and \$750 donated by students. In addition to school support, the district's Community Involvement department donates \$3,000 in time, resources, substitutes and transportation. Community based partners include Heartland for Children, Read Polk, Americorp Vista, Volunteers in Service to the Elderly, Devereux Kids, Teen Trendsetters, University of South Florida and numerous local businesses. Community partners donate more than \$7,000 yearly in cash and in-kind funds. For more than ten years, Lakeland High School's administration and staff have focused on service learning by integrating academic standards with practical, community based projects. Currently, Lakeland High School supports 6 Leadership classes to include Leadership I, II and Leadership Skills and Development. All classes are dedicated to teaching students about service learning in theory and by active participation. In addition, service learning is an integral part of professional development for LHS staff. This training is often facilitated by the students themselves. The staff and students collaborate on projects such as the annual Children's Reading Festival, Happy Sacks for the Homeless, Naughty Bowls luncheon to benefit the homeless, Recycle program, weekly sandwiches for the elderly and suitcases for foster children. The TV production classes work with Leadership to produce informative videos about on- going projects to benefit the entire district. It is this collaborative effort that is the key to the program's success. Service learning is formally recognized within the school through the Outstanding Leadership Student of the Year award, Tempo Tide newsletter sent to all parents, and student made videos celebrating the success of on- going projects. The district formally recognizes service learning through a quarterly student produced TV production, "Learning in Deed", which highlights service learning. Each year, all service learning projects report to the School Board on their projects. Students with more than 1,000 service hours received the Exceeding Expectations Recognition medal at High School Graduation from the School Board.

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.

The Leadership classes continue to utilize service learning methodology. Our service learning projects address investigating community needs, preparation for service, action, reflection, demonstration of learning, and celebration. Projects address numerous Sunshine State Standards; the most relevant ones are Reading (LA.A.1), Writing (LA.B.2), Language (LA.D.2), Math/Measurement (MA.B.1) Science (SC.G.1), and Social Studies (SS.B.2). Students learn these standards by making real life connections through active participation. The achievement standards are measured by using student surveys regarding participation and insight gained from service learning projects, teacher evaluations and input on projects, children's pictorial reflections, completion of projects, pre and post test scores, journal writing which is done daily through bell work/weekly reflections, class participation both in and out of class, completion of community service requirement, final essay and report which will demonstrate material internalized by each student throughout the school year. LHS has solid partnerships with parents, educators, community members and community based organizations. Our Advisory Committee members represent just a few of our partners. This committee helps to select Youth Council members, are invited to attend the training session, and assist the Youth Council, if needed, with the evaluation of the submitted mini-grants. Committee members are invited to the reflection day when all mini-grant recipients share their projects and success. They serve as mentors to the Youth Council, not making policy but advising students during their process. With guidance from the Leadership teacher, students regularly brainstorm ideas then work together to plan and implement new projects. As a result, students are engaged in meaningful service that extends beyond the classroom and learn how to work together to achieve shared goals. Lessons are taught on diversity, tolerance and conflict resolution. Participation in service learning projects increase attendance by 20%, lower the number of discipline referrals by 33%, and improve below grade level performance.

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.

High quality service learning is proven to improve student achievement, behavior and community engagement. Polk County Public Schools conducts an evaluation on students who perform service learning and mentoring functions within the district. The average increase in daily attendance moves from 84% to 97% for students who participate in service learning activities and those who are served increase daily attendance from 78% to 97%. In addition, discipline referrals for students who serve are reduced by 33% and discipline referrals for students who were served is reduced by 28%. All of the service learning projects require a literacy component. As a result, 76% of the students who served increased their performance on FCAT Reading to level 3. Through service learning projects, leadership students have touched the lives of countless people within our school and community. Students have raised thousands of dollars to benefit the American Cancer Society, Leukemia Lymphoma Society's Pasta for Pennies and Light the Night, Juvenile Diabetes and Arthritis Research Foundation, Autism Awareness, and United Way of Central Florida. The Naughty Bowls Luncheon has raised approximately \$2,500 over the last five years for the local homeless shelter, Talbot House. Leadership students continue to collect and decorate hundreds of suitcases for foster children. Over the last 7 years, approximately 6,300 elementary students have participated in the Naughty Children's Reading Festival. In addition, our Teen Trendsetter program has touched the lives of more than 200 3rd grade students. The service provided will forever change the lives of people in our community.

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

As a Leader School, LHS would be honored to share our knowledge and experience with other schools in our district and beyond. We will continue to award mini-grants to students and teachers who design programs that meet priorities similar to those of the Florida Learn and Serve agency, which will include reading, civic/history, drug/violence prevention, environment and intergenerational interactions. LHS's Youth Council will continue to train Youth Councils at other schools to read, write, review, and award money to worthy service learning mini-grants throughout Polk County. Training will be held in the spring and the fall for teachers interested in learning about service learning and how to write service learning grants. Teachers will be provided substitute coverage to attend the training, which the Youth Council will host. Leadership students will make presentations about the benefits of service learning at the Polk County School Board, Junior League of Greater Lakeland and Kiwanis meetings. Leadership students will also make presentations about our service learning program at the state and national conferences. We will continue to reach out to our feeder schools by hosting the Annual Naughty Children's Reading Festival for 900 2nd grade students, mentoring 30 3rd grade students through the Teen Trendsetter Mentoring Program, and teaching character education to 120 first grade students at Phillip O'Brien Elementary. Lakeland High School will collaborate with the University of South Florida to continue an internship program to teach Leadership classes about the Social Change Model of Leadership Development. Leadership students will then share their knowledge with middle school students at Southwest Middle School. The Leadership classes will recognize and participate in service learning events such as the national service days and the annual Learn and Serve Challenge to raise awareness and build support for service learning. As opportunities arise, we will work with the media to report service learning achievements. To sustain our program, we will continue to seek additional financial support from local community and business organizations.

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:

LHS Leadership students are the key to our program's success. The students had an active role in the creation of this application. With the help of our TV Production students, Allison Cahalan, Blayze Foster and Emily Nance produced the video highlighting our many projects. The Leadership Skills and Development students helped to update our website and brainstormed ideas for the Leader School logo. Hannah Pennekamp, Courtney Wheary, Nicki Craven and Audra Jordan created the display featuring all of our projects. Alyssa Martinez scanned all the attachments and created an electronic folder so that all the documents would be in one location. The students understand the importance of receiving this grant and have graciously supported their teacher in the process.

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:

www.lakelandhighschool.com then click Leadership Cadre

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:

The DVD was sent express mail on Monday, December 15th.

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.

The display will be photographed and included as an attachment.

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.

Electronic Certification
Fall Reflection
Leader School Logo
Letter of support from Brighthouse Networks
Letter of support from Heartland for Children
Letter of support from the Principal
Letter of support from the Superintendent
Letter of support from VISTE
LHS display
LHS student teams description
Pictures from Breast Cancer walk (9)
Pictures from Light the Night (16)
Pictures from bathroom painting project (4)
Reflection- Fall Festival for Students with Disabilities (5)
Recycle Symbol
Student wok samples (5)
Survey-Sustainability Index