

# 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: Flagler county Schools	
NAME OF SUPERINTENDENT: Bill Delbrugge	
ADDRESS: 1769 East Moody Blvd.	
CITY: Bunnell	ZIP CODE: 32110
PHONE: (386) 447-1575	FAX: (386) 447-1525
E-MAIL: <a href="mailto:HaldJ@flaglerschools.com">HaldJ@flaglerschools.com</a>	
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### School Service-Learning Contact

NAME OF SCHOOL: Matanzas High School	
NAME OF CONTACT: Julie Hald	
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SCHOOL WEB SITE: WWW.PRINCESSPLACELEGACY.COM	

## 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 Chris Pryor	Date of Certification 12/15/08	Name of Superintendent or Designee Bill Delbrugge	Date of Certification 12/15/08
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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 **1997**
- 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 25	Number and percent of students participating in service-learning 100%	Number of teachers in school 3	Number and percent of teachers providing service-learning projects 100%
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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  
  1<sup>st</sup> Grade  
  2<sup>nd</sup> Grade  
  3<sup>rd</sup> Grade  
  4<sup>th</sup> Grade

<input type="text" value=""/>	5 <sup>th</sup> Grade	<input type="text" value=""/>	6 <sup>th</sup> Grade	<input type="text" value=""/>	7 <sup>th</sup> Grade	<input type="text" value=""/>	8 <sup>th</sup> Grade	<input type="text" value="1"/>	9 <sup>th</sup> Grade
<input type="text" value="2"/>	10 <sup>th</sup> Grade	<input type="text" value="2"/>	11 <sup>th</sup> Grade	<input type="text" value="20"/>	12 <sup>th</sup> 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" value=""/>	Kindergarte	<input type="text" value=""/>	1 <sup>st</sup> Grade	<input type="text" value=""/>	2 <sup>nd</sup> Grade	<input type="text" value=""/>	3 <sup>rd</sup> Grade	<input type="text" value=""/>	4 <sup>th</sup> Grade
<input type="text" value=""/>	5 <sup>th</sup> Grade	<input type="text" value=""/>	6 <sup>th</sup> Grade	<input type="text" value=""/>	7 <sup>th</sup> Grade	<input type="text" value=""/>	8 <sup>th</sup> Grade	<input type="text" value="3"/>	9 <sup>th</sup> Grade
<input type="text" value="3"/>	10 <sup>th</sup> Grade	<input type="text" value="3"/>	11 <sup>th</sup> Grade	<input type="text" value="3"/>	12 <sup>th</sup> 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="400"/>	Pre-K – Elementary School	<input type="text" value=""/>	Middle School	<input type="text" value="100"/>	High School
<input type="text" value=""/>	Higher Education	<input type="text" value="300"/>	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: Language Arts: English I, II, III, and IV	B. Type(s) of Project(s) Environmental and technology	Grade 9-12	C. Activity Level/Frequency				X
			D. Integration of S-L				X
A. Course/Class: Science: Biology and Marine Science	B. Type(s) of Project(s) Environmental and technology	Grade 9-12	C. Activity Level/Frequency				X
			D. Integration of S-L				X
A. Course/Class: Video Production	B. Type(s) of Project(s) technology	Grade 9-12	C. Activity Level/Frequency				X
			D. Integration of S-L				X
A. Course/Class: Archaeology	B. Type(s) of Project(s) history	Grade 9-12	C. Activity Level/Frequency		X		
			D. Integration of S-L		X		
A. Course/Class:	B. Type(s) of Project(s)	Grade	C. Activity Level/Frequency				
			D. Integration of S-L				
A. Course/Class:	B. Type(s) of Project(s)	Grade	C. Activity Level/Frequency				
			D. Integration of S-L				
A. Course/Class:	B. Type(s) of Project(s)	Grade	C. Activity Level/Frequency				
			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 Legacy program at Princess Place is a service learning satellite campus that has been around since 1997 as a drop-out prevention program for Flagler County students. Princess Place Preserve has impacted the students through hands-on learning, doing projects and giving back to the community. Over the years, the students have become more and more involved with the community by giving tours to the public. Every year the class gets more involved in doing new projects to help show what we can really do. Throughout the years it helps students stay in school, boost GPA and FCAT scores. Just this past year, for example, 98% of the students improved in their FCAT reading scores, 25% of which improved by two levels. The biggest challenge we've faced has been not getting the word out about who we are and what we do. We are striving to correct this through being more visual in our school and community. For example, just this past month we spoke to every teacher at our home school of Matanzas High School. We made a keynote presentation and told them all about what service learning is and about our program. As students we feel strongly that service learning could benefit all students, not just the ones here who get to have class at a beautiful preserve every day. We also wanted to let the teachers at our home school know more about what we do. We also feel that getting the web site published will be another way to get the word out there about our program.

## 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.

At Princess Place, there are a lot of activities that the students participate in, like giving tours of trails for the public. For example, our students give tours during The Creekside Festival which takes place here on the preserve. Also, every year elementary school kids from Flagler County come out and we give them tours of several of the trails, an aquatic zoo brought out from the Whitney Lab by marine biologist Jose Nunez, tours of the old lodge and a tour through our own butterfly garden. Each tour is set up and put on by the students. Other projects included maintenance of the butterfly habitat, water quality testing, trail development, and creation of kiosks and other educational material for the park. We are also

involved with the Rotary club, who visits with us monthly providing mentors for our students and helping us further interact with the community. This month, the mentors and mentees are going to fight to stop Polio around the nation, by having a fundraiser at the Festival of Lights in our community. While bettering ourselves we try to teach others how important it is to take care of the place we live. The student needs that are met through the projects all have to do with drop-out prevention. Although the reasons a student fits into that category can be diverse, the service learning projects we conduct all help to foster a sense of accomplishment and responsibility, giving students a reason for learning. This creates a more positive attitude towards school and therefore increases GPA, attendance, and behavior. Students work together closely with the teachers and volunteers collaboratively to ensure success. The most unique aspect of our program is that we are a satellite campus of a larger school. Our campus sits on a 1200 acre preserve where we are able to have an on-site environment in which to conduct our projects. Along with scheduled field trips to our site, many times people from the community will stop in with questions about the preserve, our students have been trained in how to interact when this happens and to provide information to commonly asked questions. We are currently in the process of creating an educational video about service learning that will be a tool for school teachers and administrators.

### 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 mechanisms in place to promote support our program in projects exist in our close relationships with the community. We have worked hard to create a positive environment for our students in which they can succeed. For this reason, we continue to have an impact on our students and the people our projects serve. Another mechanism exists in our actual site. Because we are located at a preserve, we have access to opportunities for continual service to the community and on-going opportunities to provide educational tours for young and old alike. We have the financial support of our school and county, including strong support for our program from our superintendant. Our county currently has a service learning coordinator whose office is in the school board building who works closely with school employees to continue to promote service learning in our

county. Almost every school in our county currently has a program at this time, and we are working with him to continue to promote and increase the number of programs in our county participating. Our superintendant and school board have continually shown their support through praise of our program and their belief in service learning as a powerful tool for education. They have shown their financial support through providing the technological and facility means to further promote our program. Our county is continually growing in its efforts to further service learning and has invited experts to speak on the subject to teachers and administrators. One way in which we hope to continue this effort is by training our students to do even more presentations at different schools. We continue to have successful collaborations with elementary level teachers and principals throughout Flagler County through our educational field trips, which has promoted their own classroom activities, keeping them wanting to come back year after year. We also partner with the local Rotary club, creating mentor relationships for our students. This is important for continuing our community outreach and gives us multiple opportunities to reach important members in our community.

#### **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](http://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: Since this is an on-going program which started in 1997, there is clear evidence of duration. The students in the program participate in service learning projects which are on-going and provide ample time to address identified needs because they are assigned to the program and participate in projects on a weekly basis.
2. Link to Curriculum: All projects are linked carefully to curriculum outlined in the Sunshine State Standards by participating teachers.
3. Partnerships: Partners work closely with service learners to help plan projects and establish a shared vision for the program.
4. Meaningful Service: The evidence that the service learning is relevant and engaging to the students can be seen in the impacts it has on student engagement, GPA, FCAT scores, and overall improvement of attitude towards school.
5. Youth Voice: Students are involved in all steps of the projects, including the reflection discussion in which they constructively decide things that should be done differently. Students are continually put into positions of leadership through discussions with others in the peer group, as well as members of the community. They have freedom to express their views and work through problems that may arise.
6. Diversity: Through this opportunity to work through problems, students learn how to deal with differences in a positive way. Working collaboratively with others that they may not otherwise talk to in a normal school setting, students learn about others as well as themselves.
7. Reflection: Students continually reflect on the process of their projects. Along with formal reflection essays, they conduct group discussions, brainstorming sessions, and problem-solve to come up with solutions, discover impacts, and improve on existing projects.
8. Progress Monitoring: Students create and distribute evaluation forms to students, teachers, and volunteers to collect information to help them improve in their service learning projects. They are continually getting feedback from different sources in order to increase their ability to be

productive in their service learning efforts.

## 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: Our program was designed as a drop out prevention program. All of our students start out with a GPA below a 2.0 ( which is the minimum requirement for graduation) have poor attendance, and have discipline issues that include tardies and skipping classes. This year we have decreased the number of student referrals and 90% of our students have improved both GPA and attendance significantly. In addition, a need that we addressed was improvement on FCAT scores. Eleven out of the twenty-five students here had to take or re-take the FCAT. Eight out of eleven students were at a low level one or two and at risk of failing and not graduating and six out of the eight raised their scores significantly. After re-taking the FCAT, ten out of eleven students raised their scores. Along with all of this, at a recent presentation by our students to the teachers at our school, many of them came up afterwards to express how pleased and impressed they were. They had these students in class, and expressed what a vast improvement they saw in them overall.
2. Impact(s) on Those/Community(ies) Served: An impact on the community that is served by our projects is an increased awareness of the resources and importance of the estuary where our school is located. Our students strive to help the community understand and therefore value the environment through educational tours and curriculum. Since we began giving more tours two years ago, the park has had an increased flow of visitors to the park.

## 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 we will develop training material and provide assistance to other teachers at Matanzas High School. It is our plan for students of the Princess Place Legacy program to serve as consultants to teachers at that school who wish to conduct service learning projects. Students will also continue to add to web site and work to develop how to guides to send out to schools in the district. Students will also continue to give presentations to teachers and staff at schools in the district to promote and teach about service learning. Students will present at school board meetings as well. Princess Place will be established as a place where teachers can come to witness the process of service learning first hand.

### 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 wrote portions of the narrative, created the web site and video, and designed the leader school logo and display. Our students are very involved in the entire process of service learning and understand its role in their success in school. Since this is a drop-out prevention program, once they start to improve, students have a heightened awareness of the difference service learning has made in their lives and frequently tell people in the community this, including teachers and mentors.

### 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.princessplacelegacy.com](http://www.princessplacelegacy.com)

### 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 video can be linked through a page on our web site.

### 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 image can be accessed on our web site.

### 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.

Attachment 1: Letter of support from principal  
Attachment 2: Letter of support from superintendant  
Attachment 3: Sustainability Index  
Attachment 4: Logo submission