

# 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: Lake County Schools, FL                                     |                     |
| NAME OF SUPERINTENDENT: Dr. Susan Moxley                                      |                     |
| ADDRESS: 201 West Burleigh Blvd   |                     |
| CITY: Tavares   | ZIP CODE: 32778     |
| PHONE: (352) 253-6500   | FAX: (352) 343-0198 |
| E-MAIL:   |                     |
| DISTRICT WEB SITE: <a href="http://www.lake.k12.fl.us">www.lake.k12.fl.us</a> |                     |

### School Service-Learning Contact

|   |                     |
|---|---------------------|
| NAME OF SCHOOL: South Lake High School  |                     |
| NAME OF CONTACT: K. Ashley Plate  |                     |
| ADDRESS: 15600 Silver Eagle Road  |                     |
| CITY: Groveland   | ZIP CODE: 34736     |
| PHONE: (352) 394-2100   | FAX: (352) 394-1972 |
| E-MAIL: <a href="mailto:plate'k@lake.k12.fl.us">plate'k@lake.k12.fl.us</a>          |                     |
| SCHOOL WEB SITE: <a href="http://WWW.LAKE.K12.FL.US/SLH">WWW.LAKE.K12.FL.US/SLH</a> |                     |

## 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<br>David Bordenkircher | Date of Certification<br>January 12, 2009 | Name of Superintendent or Designee<br>Dr. Susan Moxley | Date of Certification<br>January 12, 2009 |
|---|---|--|---|

**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 **1993**
- 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<br>2072 | Number and percent of students participating in service-learning<br>405 (19.5%) | Number of teachers in school<br>117 | Number and percent of teachers providing service-learning projects<br>15 (13%) |
|--------------------------------------|---|-------------------------------------|--|

### 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"/>             | 5 <sup>th</sup> Grade  | <input type="text"/>             | 6 <sup>th</sup> Grade  | <input type="text"/>            | 7 <sup>th</sup> Grade  | <input type="text"/> | 8 <sup>th</sup> Grade | <input type="text" value="65"/> | 9 <sup>th</sup> Grade |
| <input type="text" value="135"/> | 10 <sup>th</sup> Grade | <input type="text" value="130"/> | 11 <sup>th</sup> Grade | <input type="text" value="75"/> | 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"/>           | Kindergarte            | <input type="text"/>           | 1 <sup>st</sup> Grade  | <input type="text"/>           | 2 <sup>nd</sup> Grade  | <input type="text"/> | 3 <sup>rd</sup> Grade | <input type="text"/>           | 4 <sup>th</sup> Grade |
| <input type="text"/>           | 5 <sup>th</sup> Grade  | <input type="text"/>           | 6 <sup>th</sup> Grade  | <input type="text"/>           | 7 <sup>th</sup> Grade  | <input type="text"/> | 8 <sup>th</sup> Grade | <input type="text" value="6"/> | 9 <sup>th</sup> Grade |
| <input type="text" value="4"/> | 10 <sup>th</sup> Grade | <input type="text" value="3"/> | 11 <sup>th</sup> Grade | <input type="text" value="2"/> | 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="1420"/> | Pre-K – Elementary School | <input type="text" value="200"/> | Middle School     | <input type="text"/> | High School |
| <input type="text"/>              | Higher Education          | <input type="text" value="25"/>  | 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:<br>Personal, Career & School<br>Development I-IV   | B. Type(s) of Project(s)<br>Environmental, intergenerational, tutoring,<br>history, disaster-related, safety, health,<br>human need | Grade<br>9-12 | C. Activity Level/Frequency |   |   |   |   | x |
|   |   |               | D. Integration of S-L       |   |   |   |   | x |
| A. Course/Class:<br>Peer Counseling I, II                           | B. Type(s) of Project(s)<br>School safety, human need   | Grade<br>9-12 | C. Activity Level/Frequency |   |   |   |   | x |
|   |   |               | D. Integration of S-L       |   |   |   |   | x |
| A. Course/Class:<br>Math  | B. Type(s) of Project(s)<br>Tutoring  | Grade<br>9-12 | C. Activity Level/Frequency |   |   |   | x |   |
|   |   |               | D. Integration of S-L       |   | x |   |   |   |
| A. Course/Class:<br>Intensive Reading                               | B. Type(s) of Project(s)<br>Character Education, Tutoring   | Grade<br>9-12 | C. Activity Level/Frequency |   |   | x |   |   |
|   |   |               | D. Integration of S-L       |   | x |   |   |   |
| A. Course/Class:<br>Art (Ceramics & Pottery; Drawing &<br>Painting) | B. Type(s) of Project(s)<br>Human need, tutoring  | Grade<br>9-12 | C. Activity Level/Frequency |   |   | x |   |   |
|   |   |               | D. Integration of S-L       |   | x |   |   |   |
| A. Course/Class:<br>Science (Biology; Health)                       | B. Type(s) of Project(s)<br>Health, human need, environment   | Grade<br>9-12 | C. Activity Level/Frequency |   | x |   |   |   |
|   |   |               | D. Integration of S-L       |   | x |   |   |   |
| A. Course/Class:<br>Culinary Arts                                   | B. Type(s) of Project(s)<br>Human need  | Grade<br>9-12 | C. Activity Level/Frequency |   | x |   |   |   |
|   |   |               | D. Integration of S-L       |   | x |   |   |   |

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.

Service-Learning started small at SLHS. In 1993, a teacher named Evelyn Robinson decided that it was time her students had a say in their education. She taught them how to look at the community and decide what changes needed to be made. Then her students learned to develop service-learning projects to meet those needs.

A small group of teachers at SLHS saw what Robinson's students were accomplishing, and agreed to get their classes involved, too. Soon, there were several big projects going on, from reading students teaching elementary school children how to read, to art students painting murals that depicted local history, to life management students holding massive food drives to collect nutritious food for their neighbors in need.

Since then, the program has grown exponentially. What started as one teacher's small group of students working after school has now become a well-established Service-Learning Youth Council, consisting of three full-time classes completely devoted to developing and overseeing campus-wide service-learning projects.

Each year, SLHS students participate in 15-20 projects that meet a variety of needs in the community and integrate many diverse curricula. In the 2007-2008 school year, SLHS service-learning projects involved more than 400 participants averaging 50+ hours per student, and benefiting more than 1,300 recipients.

At SLHS, service-learning has become a way of life – a valuable entity that brings the school together on the all-important principle that “We must be the change we wish to see in the world.” (Gandhi)

## 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.

(This is a small sample of our current projects.)

Empty Bowls Project: This year South Lake Service-Learning is proud to host the 14<sup>th</sup> annual Empty Bowls Charity Dinner and Auction, a service project that addresses the immediate needs of the community including hunger, poverty and homelessness. Students of the fine arts, in elementary, middle and high school create bowls to be purchased at a soup and salad dinner. Service-Learning students meet teachers and students at elementary schools to read the European folk tale Stone Soup and discuss the effects of poverty and hunger. The high school art students teach the younger children to make bowls. And the high school Culinary Arts students make the delicious food served at the dinner. Last year's dinner raised more than \$3,000 that was all donated to charities dealing with poverty and hunger. Empty Bowls is a wonderful opportunity to bring the community together and selflessly serve others.

Rally Reading / Math: As Youth Council members are required to practice reading non-negotiables in class, we use those skills to help teach younger children how to read. Every week, we go to Groveland Elementary school and pair up with first and third grade students who are struggling to read. We teach them the basic skills necessary to read, as well as mentor with them and let them know they have someone older to look up to.

The math students also visit Groveland Elementary school each week, to tutor fourth grade students who are struggling with math. The high school students teach them basic math skills and do practice activities with them, while also serving as a positive role model and mentor.

Super Safety: Our project "Super Safety" is where the Service-Learning class teaches four-year-olds at Magic Moments Learning Center about safety. Lessons include games, songs, posters and more in order to help the children understand. We have taught them about stranger danger, road safety, food safety and pool safety. At the end of the project, the children will "graduate" from the Super Safety program, and receive safety badges and certificates.

Invisible Children United: When the Youth Council students learned about the 22-year war that has been raging in Uganda, Africa, we decided to take action. Since we are in a global community, we felt that it was just as important to take care of our Ugandan peers as it is to look after our local community. After researching the war and the affect it has had on children in Uganda, we began teaching others about it through presentations, film screenings of the "Invisible Children" documentary, handing out flyers and brochures, and writing press releases to our local newspapers. We also make and sell Invisible Children items and hold unique fundraisers, such as Dancing with the Staff, to raise money to send to Uganda to help rebuild schools torn apart by the war.

VERB: This project is dedicated to teach kindergarten classes at Groveland Elementary about motion and energy. The outcome of doing so is to

hopefully motivate kids to be active and healthy. The lesson plans consisted of lecture and fun activities. Service Learning students as well as Biology students presented the information. Kindergarten P.E. and science Sunshine State Standards were used.

### 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.

**Links with school and district policy:** The South Lake High School (SLHS) program is part of the infrastructure of the Lake County School District system. It has been the model site that has inspired 30 schools' involvement in service-learning. It is one of 6 schools in Lake County that utilizes an FTE allocation to offer service-learning Youth Council classes as a part of its Master Teacher Plan. The full-time service-learning site coordinator at South Lake High School works with 15+ teachers, each of whom involve their students in service-learning activities at 10 feeder schools. At the district level, the salary of Lake County's district service-learning program specialist has been secured. The SLHS service-learning website is linked to the district site. These milestones provide an embedded link to school and district policy.

**Ongoing Programming:** The Service-Learning Youth Council has been well-established at South Lake High School, and is continually growing and improving. With strong administrative support and growing student interest, the SLHS Service-Learning program has become an important part of our school culture, and is even an integral part of our school improvement plan.

**Dedicated Funding:** As an organization, SLHS Service-Learning maintains a steady income through intensive student advocacy and fundraising. These funds are used to supplement Florida Learn & Serve awards to implement projects and maintain three Youth Council classes. Because the Youth Council is considered an elective course, we have an approved budget through the school and are given funding privileges similar to other academic courses.

**Dedicated Staffing:** The Youth Council is taught full-time by the service-learning coordinator, a certified classroom teacher who has undergone extensive training in service-learning methodology. In addition, there are more than 15 teachers from various disciplines who have also undergone training and are considered service-learning teachers on campus.

**Ongoing Supportive Partnerships:** Through a number of well-established projects, SLHS Service-Learning has developed several ongoing supportive partnerships, including local elementary and middle schools, our local nursing home, and various businesses and not-for-profit organizations. These partnerships not only provide support through advocacy and in-kind donation, but also provide a platform for implementing service-learning projects and sharing our love of service-learning with community members of all ages.

**Sustainability Efforts:** As part of the Service-Learning Youth Council curriculum, students learn how to advocate for service-learning through public relations, public speaking, advertising and more. Students maintain a relationship with local media by sending out press releases about their projects (see attached example in Products section). Students also plan and implement Youth Empowerment Trainings, in which they teach others about service-learning methodology and assist other schools in developing their own service-learning projects.

#### 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.

**Duration and Intensity:** SLHS Service-Learning is facilitated by three full-time classes that are dedicated to identifying community needs, developing project ideas to meet those needs, and facilitating the action, reflection and demonstration of those projects. Most projects are semester-long (18 weeks).

**Link to Curriculum:** Projects are planned based on a needs assessment that identifies the community need, specific curriculum that ties into that need, specific teachers to approach with mini-grant, and then written into a detailed work plan that clearly identifies specific Sunshine State Standards to be met within each aspect of the project.

**Partnerships:** SLHS has a wide range of community partners, from other schools to businesses to local non-profits. Partners help identify needs and develop framework for service-learning projects.

**Meaningful Service:** Because students develop projects themselves, they have the opportunity to choose those that are most meaningful to them. They also teach other students and community members about the issues they are addressing, thereby gaining deeper understanding of their service experiences.

**Youth Voice:** Our program is run like a business, in which the students are the board of directors. They make the majority of the decisions based on their own research and ideas. Extensive leadership training is mandatory.

**Diversity:** Project planning involves round-table discussion to evaluate all sides of an issue, and students learn to cooperate in decision-making. Students often claim that they have the opportunity to work with others in Service-Learning when they normally would not have had the chance.

**Reflection:** Reflection activities are written into each project work plan, and take place periodically throughout the project. Reflections are used to help students find intrinsic value in their service, and to make future project plans.

**Progress Monitoring:** Progress is tracked by surveys, evaluation and anecdotal evidence to gauge the success of the project and make future plans. Progress is shared with community members through media and presentation, and with policy-makers through written correspondence and presentations.

## 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: last year our service-learning projects involved more than 400 high school servers, totaling more than 21,000 service hours. In participating in service-learning projects, students not only mastered subject area content, but increased their understanding of and ability to perform 21<sup>st</sup> Century Skills, built positive character traits, and benefited from the thoughtful integration of reading strategies. (Reading strategies are integrated due to 2005 statistic that 68% of SLHS students did not meet high standards in reading.)
2. Impact(s) on Those/Community(ies) Served: our 2007-2008 projects impacted more than 1,300 recipients, ranging from elementary school students to senior citizens. The impact on elementary school students is evident in the improvement of their reading and math levels, as well as a marked improvement in their academic confidence. Other community impacts include new and safer walkways for local nursing home residents, thousands of dollars raised for local charities, hundreds of canned goods collected for the local neighborhood center, and more.

## 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

Service-Learning has entertained a variety of project ideas for the 2009-10 school year. Several of those are continuations of projects students are currently working on, including Rally Reading & Rally Math, Empty Bowls, The Breakdown, Invisible Children, VERB and Keep It Clean – Go Green. These projects have been very successful in the past, and students look forward to replicating them and making them even better in the future.

Some of our new ideas for the 2009-10 school year include:

Character in Any Language – The South Lake High School area has a lot of immigrants who do not speak English, and their children attend a Head Start center for English-learners. The SLHS Spanish class will research positive character traits, and will create lessons in both English and Spanish to teach the children about character. Students will visit the Head Start center multiple times, teaching the children about character and at the same time helping improve their English so that they will be successful in school.

Adopt a Grandparent – The Health classes will research elderly care, and learn about safety hazards for elderly citizens. They will visit local retirement homes and search for anything that might endanger an elderly person (such as sharp corners that could bruise their skin). Each student will also “adopt” a grandparent at the retirement home and spend time with them. The students will fundraise and use the money to pay for repairs and improvements in the buildings, which will be done by students in the Construction academy.

Peace Jam – The Youth Council will be involved in Peace Jam, using the Peace Jam curriculum as part of its Peer Mediation efforts. As a part of this program, students will have the opportunity to research ten different areas of global need and design projects to meet those needs. (Projects will not be designed until Spring of 2009, but will focus around the ten global needs designated by Peace Jam.) Students will share their projects and learn about peace by attending the Peace Jam conference in Tallahassee in March of 2009.

## 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:

- Wrote and compiled current project descriptions
- Helped research and write History of S-L at school
- Wrote and compiled proposed 2009-10 projects
- Helped research and compile course/standards/assessment ties
- Compiled products, photographs and articles from projects
- Collected letters of support
- Created a service-learning display and accompanying handout
- Helped write information found on website

### 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://lake.k12.fl.us/16852091182628410/site/default.asp>

### 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:

(On our website under Leader School Application tab)

### 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.

(Our display can be viewed on the website under Leader School Application tab.) Our Display is made to show not only what Service-Learning is, but to give examples of what our school is doing. The center talks about what Service-Learning is, and gives examples of what students can learn by getting involved. It also has our school's Service-Learning logo. Each side has project examples and descriptions, as well as a description of what we do in our Youth Empowerment Trainings.

### 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.

(Found on website under SLHS Leader School Application tab).

- Grade Assessment Chart
- Project photos
- Products and Media
- Video
- Display
- Letters of Support
- Logo Design

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

## 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>Service-learning promotes understanding of diversity and mutual respect among all participants.</p>  | <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>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><b>Indicators:</b></p> <ol style="list-style-type: none"> <li>1. Service-learning engages youth in generating ideas during the planning, implementation, and evaluation processes.</li> <li>2. Service-learning involves youth in the decision-making process throughout the service-learning experiences.</li> <li>3. Service-learning involves youth and adults in creating an environment that supports trust and open expression of ideas.</li> <li>4. Service-learning promotes acquisition of knowledge and skills to enhance youth leadership and decision-making.</li> <li>5. Service-learning involves youth in evaluating the quality and effectiveness of the service-learning experience.</li> </ol> | <p><b>Indicators:</b></p> <ol style="list-style-type: none"> <li>1. Service-learning helps participants identify and analyze different points of view to gain understanding of multiple perspectives.</li> <li>2. Service-learning helps participants develop interpersonal skills in conflict resolution and group decision-making.</li> <li>3. Service-learning helps participants actively seek to understand and value the diverse backgrounds and perspectives of those offering and receiving service.</li> <li>4. Service-learning encourages participants to recognize and overcome stereotypes.</li> </ol> | <p><b>Indicators:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Service-learning reflection occurs before, during, and after the service experience.</li> <li>3. Service-learning reflection prompts participants to think deeply about complex community problems and alternative solutions.</li> <li>4. Service-learning reflection encourages participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens.</li> <li>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.</li> </ol> | <p><b>Indicators:</b></p> <ol style="list-style-type: none"> <li>1. Service-learning participants collect evidence of progress toward meeting specific service goals and learning outcomes from multiple sources throughout the service-learning experience.</li> <li>2. Service-learning participants collect evidence of the quality of service-learning implementation from multiple sources throughout the service-learning experience.</li> <li>3. Service-learning participants use evidence to improve service-learning experiences.</li> <li>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.</li> </ol> |