

## 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: BREVARD	
NAME OF SUPERINTENDENT: DR. RICHARD DIPATRI	
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#### School Service-Learning Contact

NAME OF SCHOOL: Endeavour Elementary Magnet School of Technology	
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SCHOOL WEB SITE: <a href="http://WWW.ENDEAVOUR.BREVARDSCHOOLS.ORG">WWW.ENDEAVOUR.BREVARDSCHOOLS.ORG</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 Mecheall Giombetti	Date of Certification 12-11-08	Name of Superintendent or Designee Dr. Richard DiPatri	Date of Certification 12-10-08
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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 **2003**
- 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 611	Number and percent of students participating in service-learning 373	Number of teachers in school 57	Number and percent of teachers providing service-learning projects 22 Plus 2 High School teachers and 1 college instructor (partners)
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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.

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

<input type="text" value="48"/> 5 <sup>th</sup> Grade	<input type="text" value="45"/> 6 <sup>th</sup> Grade	<input type="text"/> EELP	<input type="text" value="18"/> PreK	<input type="text" value="14"/> TMH
<input type="text" value="16"/> VE	<input type="text"/> 11 <sup>th</sup> Grade	<input type="text" value="20"/> 12 <sup>th</sup> Grade	<input type="text"/> ART	

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="5"/> Kindergarten	<input type="text"/> 1 <sup>st</sup> Grade	<input type="text" value="1"/> 2 <sup>nd</sup> Grade	<input type="text" value="5"/> 3 <sup>rd</sup> Grade	<input type="text" value="1"/> 4 <sup>th</sup> Grade
<input type="text" value="3"/> 5 <sup>th</sup> Grade	<input type="text" value="2"/> 6 <sup>th</sup> Grade	<input type="text"/> 7 <sup>th</sup> Grade	<input type="text"/> 8 <sup>th</sup> Grade	<input type="text"/> 9 <sup>th</sup> Grade
<input type="text"/> 10 <sup>th</sup> Grade	<input type="text"/> 11 <sup>th</sup> Grade	<input type="text" value="2"/> 12 <sup>th</sup> Grade	<b>1-ART</b> 3-VE	1-BCC 1-PreK

### 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="611"/> Pre-K – Elementary School	<input type="text"/> Middle School	<input type="text" value="20"/> High School
<input type="text" value="40"/> Higher Education	<input type="text" value="20"/> Community Members-specific	<input type="text" value="varies"/> WholeCommunity

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: Kindergarten- all 5 classes	B. Type(s) of Project(s) Environmental	Grade K	C. Activity Level/Frequency				X
			D. Integration of S-L				X
A. Course/Class: Ms. Wilcox's Class	B. Type(s) of Project(s) Tutoring-Making Learning Bags for PreK	Grade K /PreK	C. Activity Level/Frequency				X
			D. Integration of S-L				X
A. Course/Class: Third Grade- all 5 classes	B. Type(s) of Project(s) Environmental/Tutoring Garden Days	Grade K/3	C. Activity Level/Frequency		X		
			D. Integration of S-L		X-3rd		X-K
A. Course/Class: Art (no grade in Art)	B. Type(s) of Project(s) Environmental Awareness	Grade K-6	C. Activity Level/Frequency		X		
			D. Integration of S-L				
A. Course/Class: TMH (Trainable Mentally Handicap)	B. Type(s) of Project(s) Environmental- Recycling	Grade K-6	C. Activity Level/Frequency				X
			D. Integration of S-L				X
A. Course/Class: Ms. Wilcox's Class	B. Type(s) of Project(s) Food Drive (Human Needs) Whole school collection, Kindergarten counting/sorting/graphing (SL)	Grade K	C. Activity Level/Frequency	X			
			D. Integration of S-L				X
A. Course/Class: 5 <sup>th</sup> /6 <sup>th</sup> grade: 5 classes	B. Type(s) of Project(s) Human Needs- Soldier Care Packages, whole school support.	Grade 5 <sup>th</sup> /6 <sup>th</sup>	C. Activity Level/Frequency	X			
			D. Integration of S-L				X
A. Course/Class: Kindergarten- all 5 classes	B. Type(s) of Project(s) Environmental Awareness- Johnny Appleseed Project.	Grade K	C. Activity Level/Frequency	X			
			D. Integration of S-L		X		
A. Course/Class: 5/6 <sup>th</sup> grades	B. Type(s) of Project(s) Tutoring- Reading Interventions	Grade 5, 6	C. Activity Level/Frequency			X	
			D. Integration of S-L		X-5/6		

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.

Endeavour Elementary first heard of Service Learning in 2003 when we received information about grant money available from Learn and Serve. Our faculty was surveyed and a gardening project and a Future Educators program were suggested, written, and awarded for \$7,419.00 in 2004-05.

2004-05: Our first year we developed an ABC/Butterfly garden encouraging intergenerational participation. The ABC/Butterfly garden post assessment showed 100% passed and then consequently 99% passed the first grade placement test. The Future Educators program was disbanded after the dismissal of our project manager. To better suit our needs our guidance counselors reorganized it into a peer mentoring council for behavior mediation. However, we had some organizational and communication situations which resulted in returning a portion of our Service Learning funds to Learn and Serve.

2005-06: We continued maintenance and improvement of the outdoor classroom through Grandparents in the Garden Days as well as providing plants to a local senior center. This project won first place in the Florida School Garden Contest for multi-classroom participation

2006-07: We expanded our gardens to include a Rainbow garden and won first place again in the Florida School Garden Contest. We began a Reading Interventions program in conjunction with our local college, high schools and intermediate students by utilizing mentors to reinforce reading skills in kindergarten. Another Service project initiated was Listening for Learning Centers: Kindergarteners writing letters to others requesting they record specific books on tape and providing 70 Listening Centers to other classrooms.

2007-08: We expanded not only our gardens by adding a Tea Garden but also through serving by adding third graders as kindergarten science mentors. This became our third year winning first place in multi-class Florida School Garden competition. We continued making Listening for Learning Centers by providing 30 more listening centers to other classrooms. Our new project this year was participation in the Global Johnny Appleseed project which increased environmental awareness through the planting of fruit trees. Service learning was again expanded into new projects and new grade levels when our 5<sup>th</sup>/6<sup>th</sup> grade classes implemented a fund raiser and provided Care Packages for Soldiers.

### 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.

Gardens/Outdoor Classrooms	Recycling (3 <sup>rd</sup> year)	Mentoring (3 <sup>rd</sup> year)
<p>Activities</p> <p>PreK : (3<sup>rd</sup> year)</p> <ul style="list-style-type: none"> <li>• Build a <b>Learn, Grow and Play Garden</b></li> </ul> <p>Kindergarten/Third Grade: (4<sup>th</sup> year)</p> <ul style="list-style-type: none"> <li>• Plant new 32 x 20 <b>Butterfly Castle</b></li> <li>• 3<sup>rd</sup> mentoring Kindergarten.</li> <li>• Appreciation Program.</li> </ul> <p>5th grade: (3<sup>rd</sup> year)</p> <ul style="list-style-type: none"> <li>• Plant <b>Organic Hydroponics Garden</b></li> </ul> <p><b>Butterfly Mosaic:</b> (new)</p> <ul style="list-style-type: none"> <li>• Environmental awareness through public art.</li> <li>• Intermediate students mentor the PreK/ kindergarteners in art.</li> <li>• Students design tiles and adhere to Butterfly Castle.</li> </ul> <p><b>Global Johnny Appleseed Project:</b> (2<sup>nd</sup> year)</p> <ul style="list-style-type: none"> <li>• Collect donations.</li> <li>• Plant fruit trees.</li> <li>• Invite other schools to participate.</li> </ul> <p><b>Earth Quilt:</b> (new)</p> <ul style="list-style-type: none"> <li>• Various Environmental projects.</li> <li>• Students/teachers take photos.</li> <li>• Print fabric photos.</li> <li>• Partner: Rockledge High Home Economics' will sew.</li> <li>• Painted feet walk on quilt, fading to show "reducing our carbon footprint".</li> </ul>	<p>Whole School:</p> <ul style="list-style-type: none"> <li>• Reduce, reuse or recycle.</li> <li>• Recycle paper, cardboard, juice boxes, glue bottles, aluminum and plastic.</li> <li>• America Recycles participation.</li> </ul>	<p><b>Reading Interventions:</b></p> <ul style="list-style-type: none"> <li>• High School and College mentor kindergarten/1<sup>st</sup>/2<sup>nd</sup> in reading and math.</li> <li>• 5<sup>th</sup>/6<sup>th</sup> grade mentors observe then re-teach.</li> </ul> <p><b>K.I.T.T.E.N.S:</b> (Kindergarteners Inventing Teaching Tools Encouraging Numerous Students)</p> <ul style="list-style-type: none"> <li>• Make learning games for PreK .</li> <li>• PreK visit Kindergarten.</li> </ul>
Needs:		

<p>Endeavour:</p> <ul style="list-style-type: none"> <li>• 94% free/ reduced lunch (Title I)</li> <li>• 84% minorities</li> <li>• 53 % third graders scored Level 3 (passing) on FCAT.</li> </ul> <p>Community:</p> <ul style="list-style-type: none"> <li>• Bad reputation</li> </ul>	<p>Downs Syndrome Agency:</p> <ul style="list-style-type: none"> <li>• Economic hardship.</li> </ul> <p>Community:</p> <ul style="list-style-type: none"> <li>• Limited space in landfill.</li> </ul>	<p>Endeavour:</p> <p>Kindergarten</p> <ul style="list-style-type: none"> <li>• Pretests: Science: 22% passing. Reading:: 35% passing.</li> <li>• Limited vocabulary.</li> </ul> <p>PreK:</p> <ul style="list-style-type: none"> <li>• Entering school below-grade level</li> <li>• Limited vocabulary.</li> </ul> <p>Higher Education:</p> <ul style="list-style-type: none"> <li>• Course requirements.15+ hours of SL.</li> </ul>
<p>Roles*</p>		
<p>Students:</p> <ul style="list-style-type: none"> <li>• Build outdoor classrooms.</li> <li>• Mentor/ be mentored.</li> <li>• Provide plants for Senior Center.</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>• Facilitate</li> <li>• Coordinate.</li> <li>• Support student mentors,</li> <li>• Implement Stages of Service Learning.</li> <li>• Strong Correlation to academic requirements (SSS)</li> </ul> <p>Parents/Community:</p> <ul style="list-style-type: none"> <li>• Attend events.</li> <li>• Provide supplies.</li> <li>• Promote projects.</li> </ul> <p>Administrators:</p> <ul style="list-style-type: none"> <li>• Open-door policy</li> <li>• Provides comp time, subs, etc.</li> <li>• Promote projects, supports training.</li> </ul>	<p>All Students:</p> <ul style="list-style-type: none"> <li>• Save recycles.</li> </ul> <p>TMH/VE students:</p> <ul style="list-style-type: none"> <li>• Collect recycles</li> <li>• Weighs</li> <li>• Graphs</li> <li>• Dispose Properly</li> </ul> <p>Teachers/Admin.: (Same as garden roles)</p> <ul style="list-style-type: none"> <li>• Implement re-use projects.</li> </ul> <p>Parents: (Same)</p> <ul style="list-style-type: none"> <li>• Drive children/Participate in Buddy Walk.</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>• Mentor/ be mentored</li> <li>• Develop games.</li> </ul> <p>Teachers/Admin: Same</p> <ul style="list-style-type: none"> <li>• Visit higher education schools to encourage participation.</li> </ul> <p>Parents:</p> <ul style="list-style-type: none"> <li>• Provide supplies</li> <li>• Laminate/cut flashcards.</li> </ul>

Partners		
Community Nurseries Master Gardeners Community Volunteers	League of Women Voters (sponsors)	BCC and UCF colleges Rockledge and Edgewood Jr/Sr. High
Strengths:**		
<ul style="list-style-type: none"> <li>• First <i>permanent</i> Butterfly Structure on school property in district.</li> <li>• State awards</li> </ul>	<ul style="list-style-type: none"> <li>• District 2008 Recycling Award</li> <li>• America Recycles: 547 student and community recycling pledges.</li> </ul>	<ul style="list-style-type: none"> <li>• 2008 National Promising Practice award.</li> </ul>

\*Student Roles in all projects include participation in the four stages of Service Learning.

\*\*Strengths:

- Integration across all grade levels in a high-poverty school
- Building community partnerships while changing our school's culture.
- Volunteer Hours: 1,450 in 06/07 to 5,706 in 07/08
- Significant involvement of primary students.

Other Service Projects: Food Drives, Supplies for Soldiers, and World Community Projects

### 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.

Ongoing programming and Policy:

- Please refer to timeline in Question #1 for continuation of existing projects as well as newly implemented.
- Comprehensive Reform Model: Highly Effective Teaching (HET) includes a mandatory component for service learning. This program has a five year implementation process so our expectations for SL implementation will continue to grow to meet this requirement. The other

main components include: brain-based teaching and learning strategies plus curriculum integration based on national and state standards.

- Success breed success: Our successful implementation of Reading Interventions in kindergarten in 07-08 prompted a First grade teacher to request support in implementing a similar program in her 1<sup>st</sup>/2<sup>nd</sup> grade classroom. During 08-09 we have expanded by inviting another area high school to partner with this interested teacher. The program also expanded into math interventions.

Financial:

Grants Written and Awarded	\$37,640.15 (23 grants) specific for S-L	Out of \$49,921.59 (47 grants) Total
In-Kind Matches	2004-05: \$4,229.50	2008-09: \$28,107.40
Partners	2004-05: 4	2008-09: 10

Title I monies and our 2004-08 Federal Magnet grant are also used to fund Service Learning.

Dedicated staff:

- Service Learning Leadership Team consists of 7 trained teachers, including one teacher who is also a district level trainer.
- Mrs. Giombetti, our principal is the guiding force behind our School Improvement Model (HET) which incorporates learning through hands-on service projects.
- All teachers on staff support service learning either through implementing projects or participating in service learning projects sponsored by others.

Trainings offered

- District level Service learning support available through in-services, conferences, individual support.
- Service Learning page on school website.
- PowerPoints of our successful SL projects have been shared through school, district and state in-services. These projects have links on multiple websites including the Florida Learn and Serve website under Project Resources (See attachment)
- Our five school mini-conference in February 2008, included 3 hours of Service Learning training. This year (Feb. 09) will include two One

hour sessions.

Long-term partnerships:

- District Support since 2003, including District S-L Coordinator.
- Positive publicity and volunteer engagement have promoted our Service Learning projects more than any other method.
- SL Partners are also promoting our projects garnering more support for Endeavour. This year our BCC Melbourne contact initiated a meeting between Endeavour and BCC Cocoa to garner more future teacher mentors. Endeavour's award as a "Supervisor as Educator" Award reinforces the value of our partnerships.

#### 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.

Endeavour is a 2008 Florida School of Character. 11 principals were met including:

1. Promoting *core ethical values* (diversity)
2. Character *comprehension*,
3. *Intentional/ proactive approach*
4. Opportunities for *moral action*
5. Meaningful and *challenging academic curriculum*
6. Fosters student's *self-motivation*,
7. Engages the *school staff*,
8. Shares *moral leadership*
9. *Long range support*,
10. Engages *families and community members*
11. *Evaluates/reflects and assesses.*

These School of Character qualities are ingrained in the Nationals Standards for service learning.

Please view "Once Upon a Service Learning Journey" (Website) and Attachments for verification of all SL standards from 2003-present.

1. Duration/ Intensity: Butterfly Castle Timeline.

2. Curriculum:

Grade	Sunshine State Standards	Assessments*
Kindergarten	Science Big Idea- <ul style="list-style-type: none"> <li>• Organization/ Development of Living Organisms.</li> </ul> Phonological Awareness	Pre/Post Science PASI
Second	Big Idea: Practice of Science	Pre/Post Science
Third	Science Big Ideas: <ul style="list-style-type: none"> <li>• Interdependence,</li> <li>• Diversity/Evolution of Living Organisms,</li> <li>• Organization/ Development of Living Organisms.</li> </ul>	Pre/Post Science FCAT
Fourth-Sixth	Writing Process Writing Applications: <ul style="list-style-type: none"> <li>• Informative</li> <li>• Persuasive</li> </ul>	Monthly District Tests FCAT
VE/Ex. Ed.	Skills of Life	Observational
Art	Visual Arts: <ul style="list-style-type: none"> <li>• Skills/Techniques</li> <li>• Creation/Communication</li> <li>• Applications to Life</li> </ul>	See *

\* Assessments include: teacher observations, portfolios, and checklists for all projects.

3. Partnerships: Newsletters, Websites, Letters of support.

4. Meaningful Service: PreK garden outline, Supplies for Soldier letters, World Community Project, Reading Interventions

5. Youth Voice:

- Garden Brochure,
- School of Character
- Display boards

6. Diversity:

- Once Upon a Service Learning Journey (Seniors, Intermediate mentors),
- Reading Intervention (colleges/ high schools),

- Therapy Balls (Seniors),
- Listening for Learning Centers and Garden Days (multi-grade levels)

7. Reflections in primary are generally classroom discussions.

- Reading Intervention: High School
- Student Interviews.

8. Progress Monitoring:

- \$49,921.59 grants awarded: \$37,640.15 for Service Learning.
- Articles
- Volunteerism (See “Strengths”)
- District Support

## 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:

Academic:

- Increase in School grade from “F” (2002) to “B” (2008)
- 3<sup>rd</sup> grade mentors on grade level: (FCAT scores) :

2002: 27%	2007: 32%	2008: 53%
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- Kindergarten: See Once Upon a Service Learning Journey (website) for Science Assessments.

Social/Behavioral:

- Our Character Education parent survey recorded 83% of our students have shown behavior change. The student survey showed 87% have changed their behaviors.
- Increase in Attendance: 94% Student Attendance last term.
- Observational: On Service Learning Days students have outshone themselves. They are excited and frequently request additional days to work on Service Learning projects. This includes students volunteering to take home assignments in order to prepare for our next service learning day.
- See Master Gardener article. Volunteers have verified our students’ character development.

Skill Acquisition:

- Transfer of information to other areas such as learning parts of a plant in the garden while planting, then being able to label the parts of the plant on a drawn flower, then pass the science parts of plants assessments.

- Third graders master information and then teach it to kindergarteners. It becomes part of their long term memory.

2. Impact(s) on Those/Community(ies) Served:

- Volunteer Increase: 4,256 more volunteer hours in 07-08 than 06-07.
- FCAT Increase: See above
- DIBELS Increase: Kindergarten :

	2003	2007	2008
Letter Naming	17	32	44
Phoneme Segmentation	9	17	38
Nonsense Words	9	12	26

- Greater community awareness
- Pride in 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

Endeavour will **continue** the following:

- Improve and expand current projects.
- Seek and arrange media coverage. If local media is unavailable, Endeavour will record and share through classroom/school-wide newsletters.
- Apply for Learn and Serve and other grants.
- Keep open communication lines with existing partners to meet all needs to the highest degree.
- Support and utilize local high schools and community (BCC) and State (UCF) colleges as partners.
- Share Service Learning through existing PLC (Professional Learning Communities) meetings, including our Five School Super PLC (Endeavour plus four other local schools), District In-Service day mini-conferences, and presentations at district and state conventions.
- Create Display Boards of projects to show during Open House, School of Choice Fair, School Board meetings, Learn and Serve Conferences and in Tallahassee during Service Learning Month.
- Expand and improve our Service Learning Page on school web-site
- Teachers of Service Learning projects will continue to apply to present at State and National conferences.
- Invite the local and district community to participate in service learning activities with our students as volunteers, partners or supporters.
- Share our Service Learning projects during the March School Board meeting to request the continuation of April as Service Learning Month.
- Service Learning Leadership team will continue to work with the School District to promote and train teachers in Service Learning, evaluate Learn and Serve grants and participate in new Service Learning initiatives (such as the statewide research project documenting the multiple impacts of service learning).
- Encourage students to suggest ways to promote and increase Service Learning.

Endeavour will **implement** the following:

- Implement new Service Learning projects within our school and community.
- Find additional partners and/or in-kind matches to support our Service Learning activities.
- Reading Intervention program Increase and expansion to more local high schools and colleges as well as additional grades and disciplines.
- Create display boards with the intent to share during National Conferences and other District Service Learning In-services, as well as during City of Cocoa Council meetings or with any other interested government or business entities.
- Invite Brevard County and Brevard County Schools to display our Service Learning Page as a link on their website.
- Add lesson plans, copies of Display boards, and a photo gallery to our Service Learning page on our website.
- Develop Service Learning projects that support our Business Partners (reciprocation)

## 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:

Our student involvement for this application included creating the optional LOGO and the display board.

Our enrichment reading group of 8 5<sup>th</sup>/6<sup>th</sup> grade students were in charge of developing the display board with the support of their reading group instructor, our magnet coordinator, Mrs. Pringle. Some photographs used in this display board, especially the ones from our garden mentoring were student –taken photos. The students brainstormed, designed rough draft copies of the board, collaboratively decided what should appear on the board and then created it.

The LOGO design was developed during Art classes. The art students looked at different logos and then designed their own using the guidelines listed. The winning design came from a young lady who requested to work additional time on this project at home.

## 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.endeavour.brevardschools.org](http://www.endeavour.brevardschools.org)

Click on “Our school”. Click on “Visit our NEW Service Learning Page” link.

## 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:

We have two separate PowerPoints depicting our Service Learning projects. Both are accessible on our school website:

[www.endeavour.brevardschools.org](http://www.endeavour.brevardschools.org) . Click on Our School, click on “visit our NEW Service Learning Page”.

The first PowerPoint describes our Kindergarten gardening service learning projects from conception to present. It is titled “Once Upon a Service Learning Journey”. Throughout this video you will view all areas of the National Service Learning Standards.

The second PowerPoint highlights all our various Service Learning projects throughout the school. It is titled, “Planting the Seeds of Service Learning”.

## 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 will be photographed and included as one of the attached documents.

## 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.

Award Folder (10 pages)

1. Promising Practice National Award from Character Education Partnership for Reading Interventions. 2008
2. Florida School Garden Contest Notification Letter 2008
3. Glue Bottle Recycling Contest 2008
4. Promising Practice National Award listed on Learn and Serve Website
5. Official National Wildlife Habitat Site. 2008
6. Promising Practice National Award from Character Education Partnership for World Community Project. 2008
7. School of Character 2008 award- News articles from Florida Today and Brevard Public School's Mark of Excellence Newspaper.
8. School of Character 2008 Moral Obligation documentation page 1
9. School of Character 2008 Moral Obligation documentation page 2
10. School Partnership Award from Brevard Community College for implementing Reading Interventions 2007-08.

Letters of Support Folder (13 pages)

- Folder: Service Leader School Letters of Support
- 11. Superintendent Dr. DiPatri

12. Heather Price- Brevard Public Schools District Service Learning Coordinator
13. Hope Ascher-Retired Brevard Public Schools District Service Learning Initiator and Coordinator.
14. Endeavour Principal, Mecheall Giombetti Letter page 1
15. Endeavour Principal, Mecheall Giombetti Letter page 2

- Letters of Support from Partners for Service Learning Projects:

16. Brevard Community College Reading Interventions 2007-08
17. Naturewise Native Florida Nursery 2008-09 –Garden Support Page 1
18. Naturewise Native Florida Nursery 2008-09 –Garden Support Page 2
19. Rockledge Garden- Garden Support, 2007-08
20. Rockledge High School: FEA,- Reading Interventions, 2007-08
21. Brevard Community College –Reading Interventions, 2008-09
22. Edgewood Jr./Sr. High School –Reading Interventions, 2008-09
23. Naturewise Nursery Garden Support 2007-08
24. Rockledge Gardens –Garden Support 2008-09

Media Folder (13 pages)

25. Endeavour Newsletter
26. Florida Today Article
27. Florida Today Article
28. Florida Today Article
29. Florida Today Article
30. Florida Today Article
31. Florida Today Article
32. Florida Today Article
33. Florida Today Article
34. Florida Today Article
35. Florida Today Article
36. Kindergarten Parent Newsletter
37. Master Gardener Newsletter

Individual Scans:

38. Agenda showing Endeavour Presenting during Learn and Serve Conference Nov. 2007
39. Agenda showing Endeavour presenting during Learn and Serve Conference Nov. 2008
40. Cash/ In-kind matches for Learn and Serve grant 08-09
41. Communications to Volunteers and Community
42. Earth Day Celebration letter from Senator Martinez April 2008
43. Earth Week Program April 2008
44. Earth Quilt Service Learning Project –Funded by District Learn and Serve grant page 1
45. Earth Quilt Service Learning Project –Funded by District Learn and Serve grant page 2
46. Earth Quilt Service Learning Project –Funded by District Learn and Serve grant page 3

47. Endeavour Student Designed Garden Brochure pg 1
48. Endeavour Student Designed Garden Brochure pg 2
49. Exhibitor for Learn and Serve conference Nov. 08
50. 1<sup>st</sup> page Sea World Environment Excellence Award Application sent Nov 2008
51. Food 4 Thought letter sent to Dr. DiPatri Superintendent.
52. Garden Day Mentors: Photos: plant labeling and Interwrite Board Technology. Oct. 2008
53. Garden Day Mentors: Photos: Speakers, Grandparents in the Garden. Oct. 2008
54. Global Johnny Appleseed Project Informational Letter sent to all schools in district Aug. 2008
55. Global Johnny Appleseed Project Student's Invitation to Join project sent to schools in district. Aug 2008
56. Grant Resume including Service Learning Projects
57. KITTENS (Kindergarteners Inventing Teaching Tools Encouraging Numerous Students) Service Learning Project funded by Myra Langford Grant Nov. 2008
58. Learn, Play and Grow Outdoor Garden: PreK 2008-09
59. Letter of Support sent all over the World with a paper Endeavour shuttle as part of our World Community Project. Updated September 2008
60. LOGO designed by student.
61. Project Profiles listed on Florida Learn and Serve Website (an older version of our Once Upon a Service Learning Journey)
62. Reading Intervention Reflections from High School student Nov. 08
63. Recycling Pledges: Students and Community participating in America Recycles Day. Nov. 2008
64. Recycling Service Learning Project- Funded by District Learn and Serve grant awarded 2008
65. SEANet Sustainability Index
66. Soldier Care Package Letter
67. Student Writing: Book Making and Garden Contests 2006-08.
68. Students conducting Service Learning activities during 07-08 ( Learn and Serve Grant)
69. Students conducting Service Learning activities goal for 2008-09 (Learn and Serve Grant) Shows increase!
70. Synopsis of Service Learning projects funded by District Service Learning Grant 2008-09
71. 3<sup>rd</sup> grade interviewing kindergarten students during garden day Oct. 2008 pg 1
72. 3<sup>rd</sup> grade interviewing kindergarten students during garden day Oct. 2008 pg 2
73. Timeline for Butterfly Castle and Reading Interventions (shows year-long activities) 2008-09
74. Voting on Butterfly Castle results and notes.
75. Web page article about Endeavour on Naturewise (Business Partner) Web Site

## 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>