



TITLE IV: Safe and Drug Free Schools Annual Program Report Anchorage School District

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Date Tuesday, October 21, 2008

What methods did you use to report the results of your grant to interested members of the public? Some examples would be your school newsletter, parents' meeting, or your school web site.

We used letters to parents, announcements on the loud speaker and newsletters to promote activities.

Major Accomplishment

I think our friendship club and the development of a school-wide play was wonderful. The play was able to incorporate over 60 students. All students who show an interest in the club were accepted and no one was restricted from participating. The students, staff and parent volunteers worked together and accomplished what they set out to do. It helped our school bond together. After the performances, one during school and one after school hours, many students who were not involved in the play wished they had gotten involved. The play outline was there but the students had to create the play. Students were grouped and had to develop various dances for the play. Students who did not wish to perform were used back stage and for creating props for the stage.

There were difficulties and at times feelings were wounded but we were able to take conflict moments and use them as a teaching tool.

Parents stepped forward and volunteered to work with groups without being asked. The night of the performance, parents and families came and supported their student. The excitement in the school was very high. After the play our PTA provided hot chocolate and christmas cookies for a time of fellowship. It was a good way to get parents to come to school in a relaxed comfortable situation, rather than a teacher/parent conference that could be more stressful depending on the situation.

Students Served

Elementary	70
Middle School	0
High School	0

Services and Activities Provided:

During this school year, our school provided the following activities:

- After-School or before-school programs
- Community service projects
- Special, one-time events (Please describe below)
- Student support services (e.g., student assistance programs, counseling, mentoring, identification and referral)

- The one-time event was the Play from the friendship group.

Specialized Program Use

Our school used the following specialized program(s):

- Student Support Groups
- 40 Developmental Assets Framework

Coordination

Our school's drug and violence prevention program coordinates with the following other agencies and organizations for the services indicated:

Parent group(s)

- Joint Service Delivery, Referrals

Student and Parent Involvement

Students **were** involved in design, delivering, or critiquing drug or violence prevention programs.

Parents **were not** involved in design, delivering, or critiquing drug or violence prevention programs.

Activity Reports

Friendship Club

Brief Description

Our friendship club will organize and create a school-wide play. There are about 70 students who have signed up. The students will meet twice a week to participate in this project. The students will learn how to create relationships that require cooperation, understanding and creativity. Students have signed up for different responsibility groups for the play and grouped themselves with others that they have similar interests as themselves. The students are from grades 3-6 and are mixed among the individual groups.

Needs Assessment

- Flyer was sent to 5th and 6th grade regarding an informational meeting for students to get involved in the friendship club and work together to create a play. Everyone was welcome.
- SCCS
- A book--Have You Filled a Bucket Today was read to the entire group.

Evaluation Methods

- Pre/Post Test

Data Summary

A general questionnaire was given to the students on friendship. It was designed to make a comparison of making friends, getting along with different age groups and cooperation among students. The questionnaire consisted of eight questions and the student had to circle an answer that identified their feelings. The answers were strongly agree, agree somewhat, agree, disagree somewhat or strongly disagree. There were 69 students who completed the pretest and 61 students who completed the post test. The students friendship skills increased in all three comparison groups. The most significant changes were in the Getting Along with Others—Pretest 3.9 to Posttest 4.3 and Cooperating with Others—Pretest 3.7 to Posttest 4.6. The scoring system was based on 1 = Awful, 2 = Bad, 3 = Average, 4 = Good, 5 = Great.

The activity helped students increase their skills in getting along with others and cooperating. Students were able to increase their ability to work together to get a job done and work with students at different age levels. The cooperation piece looked at their ability to be a helpful friend, get the job done right and make suggestions for activities. The students gained a perspective of each other ideas and how they could put the ideas together. The getting along with different age groups looked at having friends at different ages and feeling comfortable joining in with other classes.

Other Comments

It was a lot of hard work at a busy time to complete the play. Students made the time to come and work hard. There were situations that did not go as smooth as we would have liked and lots of problem solving took place.

The students completed two performances, one during school and one after school. Everyone was so excited when the final performance was complete and wanted to know when the next play would be. Students in the school who were not involved in the play wanted to sign up for the next play.

Parents got excited with the activity and volunteered their time and talents. Each group of students had around 14 students. The extra volunteers were much needed. Students learned to work with fellow students and adults. It was a great way to get to know students better and for them to get to know us.

Service Learning Club

Brief Description

Our mission included many of the 40 developmental assets such as working with others, developing a positive view of others, competency in communicating, leadership skills and bonding to adults at school. The students were engaged in meaningful service-learning projects, providing opportunity to help others and meet learning objectives. Students also became aware of community resources and agencies that provide services. The group worked on welcome packets for new students, fund raiser to provide money for our club's projects, recycling project and sponsored a Read Across America Read In for our school with guest readers and a birthday cake. As a part of these projects students were planners, creators, public speakers, researchers and performers. Service learning is a perfect fit with the assets model and helps create a positive school atmosphere. Students met twice a month from October until April.

Needs Assessment

- Looked for a club that would compliment 40 Assets.
- School Climate Connectedness Survey
- Interest in developing meaningful clubs that encourage student growth

Evaluation Methods

- What is Service Learning?
- Why should our school have a service learning club?

- c. What should a good service learning project include?

Data Summary

The pretest and posttest consisted of three essay questions. The questions were worth 10 points each. There were 16 students who completed the pretest and 7 students who completed the posttest. Overall we saw a 24% gain in scores from the pretest to the posttest. Student's knowledge on the posttest showed growth. The improvement came from the various activities the students were involved in. We were engaged in the following service learning projects this year: 1. Welcome Packets for new students. 2. Fun raiser to provide money for our club's projects. 3. Recycling project which included signs for teacher's recycling boxes, a reader's theater presented at an assembly, morning announcements about recycling, making posters for the school and research on the internet for information about recycling. 4. We sponsored a Read Across America Read In for our school with guest readers and a birthday cake. As a part of the read in we requested food o stock the Chapel Food Pantry on Elmendorf. We delivered the food to the pantry, talked with people there about the need and helped shelve the food. 5. We sponsored a Helping the Hungry coin drive for the Anchorage Food Bank. Students have helped write and deliver morning announcements to communicate the need and encourage giving.

As a part of these projects students became aware and able to create their own service learning projects. Students learned to share ideas and work together.

Other Comments

The welcome packets for new students were successful. Since we are a military school, new students are often enrolling in our school throughout the year. The packets and the tour by the club members was very helpful for the new students. The students designed the packets. Their artwork and creativity added to the information. New students received special attention which made their first day less threatening.

The Read Across America Read In was fun for the students in the club as well as the students who attended the event with their families. There were about 12 volunteers who read a variety of stories. Some of the readers came in custom to represent their book. It was a successful evening for all involved.