



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

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**CREEKSIDE PARK ELEMENTARY  
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ANCHORAGE, ALASKA 99504  
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**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.**

During 2008-2009 school year, information was shared with the public through staff meetings, staff inservices, Weekly Reader, PTA meetings, Site Council meetings, Positive School Climate meeting, school newsletters, classroom newsletters, school-wide announcements and school-wide assemblies

**Major Accomplishment**

Throughout the school year, Creekside Park focused on teaching RCCP lessons in all the classrooms. With a designated time at the end of the day, all students were learning and infusing concepts and social skills found within the Connected and Respected curriculum, RCCP text as well as the Anti-bullying curriculum. Various other lessons were taught by the guidance counselor in order to continue the themes that students were learning. These lessons were linked with a modified version of last years Gummy Recess as well as recognition of students receiving Responsibility and Respect tickets. Staff were trained at the beginning of the school year with the school-wide behavioral program as well as given the opportunity further into the school year for an extended training in RCCP.

**Students Served**

<b>Elementary</b>	400
<b>Middle School</b>	0
<b>High School</b>	0

**Services and Activities Provided:**

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

- After-School or before-school programs
- Conflict resolution/peer mediation
- Drug prevention instruction
- Parent education/involvement
- Student support services (e.g., student assistance programs, counseling, mentoring, identification and referral)
- Teacher/staff training
- Violence prevention instruction
  
- Gummy Recess- students with less than two office referrals received a free choice play time on the playground for 20 minutes while those students with 2 office referrals or more went the field with staff members. On the field students practiced skills and participated with one another through teamwork. At the end of their time they could earn 2 gummy bears. The rest of the school received their 2 gummy bears at their teachers determined time.
- Positive School Climate Committee- A team of cross-discipline staff who met 2 times a month. The team focused on the school-wide positive reinforcements and recognition, lead monthly staff meeting and analyzed discipline data as well as data from staff surveys.

**Specialized Program Use**

Our school used the following specialized program(s):

- Cooperative Learning
- Student assistant programs/Core team
- DARE
- Red Ribbon Week
- The Great Body Shop
- Other Conflict Resolution Program

- RCCP Curriculum
- Student Support Groups
- Kelso's Choice
- 40 Developmental Assets Framework
- Aggression Replacement Training

## Coordination

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

Alcohol/drug counseling and/or treatment agency

- Joint Service Delivery, Referrals
- Public Awareness Activities

Law enforcement officials

- Joint Service Delivery, Referrals
- Teacher, Staff Training
- Public Awareness Activities

Health providers

- Joint Service Delivery, Referrals
- Teacher, Staff Training

Social services providers

- Joint Service Delivery, Referrals
- Teacher, Staff Training

Community-based group for drug/alcohol/tobacco

- Joint Service Delivery, Referrals

Community-based group for violence prevention

- Joint Service Delivery, Referrals

Parent group(s)

- Joint Service Delivery, Referrals
- Teacher, Staff Training
- Public Awareness Activities

Positive Parenting Class

- Joint Service Delivery, Referrals
- Public Awareness Activities

Site Council

- Teacher, Staff Training
- Public Awareness Activities
- Advisory Council

## Student and Parent Involvement

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

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

## Activity Reports

### Connected & Respected Overview Training

#### Brief Description

Connected & Respected Overview Training for certified and classified staff. This 2 hour session was held at Creekside Park focusing on the lessons, school-wide vocabulary and during daily teachable moments with students.

#### Needs Assessment

- SCCS
- Pre assessment of the Connected & Respected text

#### Evaluation Methods

- Post assessment of the Connected & Respected text

## **Data Summary**

The pre and post data chart has been sent by attachment to the SDFS office. 24 separate categories focused on the areas of direct instruction of the material as well as modeling. The final section of the data looked at how many students applied this skill in the classroom. The pre assessment was given at the end of the first quarter approximately. All teachers were to teach at least 1 or more lessons within the first quarter in order to set the foundation for the classroom community. Additional lessons were to be taught every Friday throughout the rest of the year. All but two categories in the post-assessment categories (92%) revealed that these skills had been specifically taught in a direct instruction lesson within the school. The post assessment also showed that Infusion of the lessons and themes improved within the year. Three overall areas were chosen to be focused upon in order to meet our objective. We focused on the areas of Emotional Literacy, Making Connections and Caring and Effective Community. For Emotional Literacy the two highest categories in both direct instruction and modeling was found in "Recognizing feelings and communicated verbally and non-verbally" and "Recognize the similarities and differences in how people who feelings." For Making Connections the two highest categories in both direct instruction and modeling was found in "Recognize how people are similar and different from one another" and "Contribute to a group project." For Caring and Effective Communication the three highest categories in both direct instruction and modeling was found in "Cooperate as a group to reach a common goal," "Understand communication is a two way street," and "Identify and demonstrate behaviors for effective communication.

## **Other Comments**

Since the school wide matrix (Be safe, Be respectful, Be responsible) was a focal point, the school wide vocabulary continued to be heard throughout every aspect of the school. Throughout our quarterly recognition assemblies one class or grade level would represent their knowledge of the matrix through a play, skit or song. Students continued to earn responsibility and respect tickets. These tickets were placed on the bulletin boards in the hallways. These tickets were also drawn for extra recognition and sometimes a weekly special lunch. Most importantly the vocabulary was frequently heard throughout the day from both students and staff.

The bonus of the year was to see RCCP in action throughout the school at the same block time. The lesson might not have been the same, but seeing community and social skills building in the rooms was amazing! Sometimes specialists would take half the class and work on the same skills in a smaller setting. Other specialists or support staff "scattered" themselves throughout the building to see where they might be needed most. A school wide effort among the adults assisted with the students increased knowledge base.

An SEL group was held during second and third quarter which provided 30 hours for 9 students to focus upon social skills building, anger management, and problem solving skills. Pre and post data was accumulated through the SEL counselor. Creekside Park's counselor assisted in facilitating this group as well as continuing activities, groups and lessons to help students develop a personal sense of responsibility, respecting the rights of others and to resolve conflicts without violence.

The Positive School Climate Committee continued to oversee all these actions and discussed the structure of future needs or recommendations to take to the Creekside Park staff, parents or students.