



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

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Date Monday, October 20, 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 discussed our results with our school staff at meetings and through periodic email updates. We shared our results with the community through family newsletters and peer mediator after school meetings.

Major Accomplishment

We introduced a Goal Setting program to our students this year that was very motivating and beneficial. The students were excited at the opportunity to set an achievable goal and have a tangible way to watch the progress being made. I often heard students setting daily goals throughout the day, something I rarely heard before we started the program. Not only did this program encourage students to set goals and monitor their achievement, it also kept students active and appropriately engaged at recess.

Students Served

Elementary	155
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
- Conflict resolution/peer mediation
- Parent education/involvement
- Teacher/staff training
- We created a Goal Setting program in which students set a weekly goal for walking miles on a course on our playground. In this program students set goals, monitored their achievements, and discussed the positive influence goal setting has on their life skills.
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- We also continued the implementation of Social Skills Recess Games. Our mediators/ social skills activity leaders researched, practiced, and taught recess games on the playground during recess to increase student involvement and peer relationships.
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Specialized Program Use

Our school used the following specialized program(s):

- Cooperative Learning
- Red Ribbon Week
- The Great Body Shop
- RCCP Peer Mediation
- Kelso's Choice
- Sunburst- Visual media anti-bullying kit

Coordination

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

Parent group(s)

- Advisory Council

Local Business

- Joint Service Delivery, Referrals
- Public Awareness Activities

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

Social Skills Activity Leaders

Brief Description

Our social skills leaders taught games to their peers on the playground at recess. Students researched, practiced, and taught these games.

Needs Assessment

- a. SCCS

Evaluation Methods

- a. pre-post mediator survey

Data Summary

According to the pre-post survey of our social skills leaders we found a decrease of 5% in the observation of students playing games on the playground, Oct. 2008- 32/58 and April 2009- 29/58 (See Table 2). We saw a decrease of 7% of observed sportsmanship and positive communication skills on the playground, Oct. 2008- 35/58 and April 2009- 31/58 (See Table 2). We observed an increase of 7% in students using problem solving skills to resolve their conflicts on the playground and at lunch, Oct. 2008- 24/58 and April 2009- 28/58 (See Table 2). We had 100% of our social skills leader state that they felt comfortable teaching their peers games on the playground, Oct. 2008- 29/29 and April 2009- 29/29 (See Table 2). While the decrease in the first two questions are concerning (and will be reviewed for program alterations), the increase in observed problem solving skills by students at lunch and recess shows that the skills the social skills leaders are using to guide students when playing games has been beneficial. The percentage of students that feel comfortable teaching their peers shows that our students feel empowered to be school leaders and take this responsibility very seriously. Please see the email attachment for a complete data table.

Other Comments

Our staff, parents, noon duties, and students have commented on the benefits of having social skills leaders teaching games on the playground. While many students have commented on how much they enjoy playing these organized games, we will work on revising this program to strengthen students' good sportsmanship and positive communication skills.

Peer Mediation

Brief Description

We use the RCCP peer mediation program to empower student school leadership by problem solving playground and lunch room violations of the behavioral expectation based on the Fire Lake Elementary School Behavior Matrix. Mediators served one week assignments doing mediations with a partner during lunch and recess.

Needs Assessment

- a. SCCS

Evaluation Methods

- a. pre-post mediator survey

Data Summary

According to the pre-post survey of our mediators we found a 31% increase in mediators' understanding of what a conflict is, October 2008- 16/29 and April 2009- 25/29 (See Table 3). There was an increase of 45% in the mediators' understanding of how to guide students through a mediation, Oct. 2008- 14/29 and April 2009- 27/29 (See Table 3). We found an increase of 39% in mediators' understanding of what a win-win solution is, Oct. 2008- 14/29 and April- 26/29 (See Table 3). Mediators' showed an increase of 17% for how well they know one another, Oct. 2008-22/29 and April 2009- 27/29 (See Table 3). These results show that our mediators made significant gains in identifying and guiding students to a successful mediation. These results also show an increase in social skills and team building. Please see the email attachment for a complete data table.

Other Comments

Our staff, parents, noon duties, and students have commented on the effectiveness of having mediators at lunch and on the playground at recess. We have a high rate of students that return to be mediators the next school year. These students have shown retention of their skills from year to year and feel empowered by their increased confidence as they strengthen these skills and lead their team members through positive conflict resolution.

Fire Lake Goal Setters

Brief Description

Fire Lake goal setters set a physical fitness goal for their peers to work on achieving during recess. Participants will walk/run laps around the designated area on the school grounds to reach a fitness goal that is divided into five mile increments. Goal setters monitored the students' progress and encouraged student participation and achievement.

Needs Assessment

- a. SCCS

Evaluation Methods

- a. pre-post goal setters survey

Data Summary

According to the pre/post survey of the participating students at Fire Lake Elementary, we found a 24% increase in students' ability to define a goal, Jan. 2009- 61/155 and April 2009- 97/155 (See Table 1). We found that there was a 7% increase in students' completion of a goal, Jan. 2009- 129/155 and April 140/155 (See Table 1). We found a 12% increase in participating students' ability to identify the first step of completing a goal (choosing a goal), Jan. 2009- 105/155 and April 2009- 124/155 (See Table 1). The results of our survey show a 25% increase in students' identification of the second step of working toward a goal (breaking it into smaller steps), Jan. 2009- 76/155 and April 2009- 114/155 (See Table 1). There was an increase of 26% in students' identification of the third step of working toward a goal (accomplish each step), Jan. 2009- 79/155 and April 2009- 119/155 (See Table 1). There was an increase of 10% in students' identification of the fourth step of working toward a goal (celebrate your achievement), Jan. 2009- 111/155 and April 2009- 127/155 (See Table 1). These results show that our student body has made significant progress in setting and achieving goals. Each of these survey questions show an increase in student empowerment based on their increased awareness and ability to make and attain a goal. Please see the email attachment for a complete data table.

Other Comments

We are very proud of our Fire Lake goal setters. As a group our students walked 1,076 miles, many of them over 10 miles between January 2009 and April 2009. We are excited about the success of this program and will continue to develop it to meet the needs of our students.