



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

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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.

It was put in the newsletter, teacher discussions and also some classroom newsletters.

Major Accomplishment

The students loved working in smaller groups. Their cooperative behavior skills were worked on, and they felt more confident in being an important part of the school.

Students Served

Elementary	65
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
- Alternative education programs
- Community service projects
- Drug prevention instruction
- Parent education/involvement
- Special, one-time events (Please describe below)
- Student support services (e.g., student assistance programs, counseling, mentoring, identification and referral)
- Teacher/staff training

- Jump Rope for Heart
- We Care Assembly - students learned through various physical activities that they "can do". This was an all school assembly.
- AWARE came and presented to various classrooms.
- Primary Math Night - families come and learn how to do math games at home.
- Monthly movie night
- String Man - all school assembly of story telling

Specialized Program Use

Our school used the following specialized program(s):

- Cooperative Learning
- Student assistant programs/Core team
- Project Achieve
- Red Ribbon Week
- The Great Body Shop
- Character Counts
- Kelso's Choice
- 40 Developmental Assets Framework
- School-wide bullying effort (Olweus Model)

Coordination

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

indicated:

Law enforcement officials

- Public Awareness Activities
- Advisory Council

Health providers

- Advisory Council

Social services providers

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

Parent group(s)

- Public Awareness Activities
- Fund Raising

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

Coordinator Addendum

Brief Description

Demonstrate cooperative behaviors in a group (listen, encourage, acknowledge opinions, compromise, reach consensus). Help teacher come up with ideas and plans if/when needed.

Needs Assessment

Evaluation Methods

Data Summary

Other Comments

Primary Kelso Group

Brief Description

Help improve Peer Climate, we promoted Kelso, so students will know and understand the primary difference between big and small problems, and ways to deal with each of them.

Needs Assessment

- a. students filled out a pre and post (same one) assessment on what they knew about Kelso.
- b. SCCS

Evaluation Methods

- a. pre and post assessments
- b. staff input
- c. students observations

Data Summary

At the beginning of the school year, out of the 64 students assessed, only 15 students (that is 23 %) could correctly tell the difference between a big problem and a little problem. At the end, testing the same number of students, 63 could tell the difference between a big problem and a little problem (98%) That is an increase of 75%. Also at the beginning of the year only 10 students (15%) could write or tell us more than 3 out of the 9 Kelso choices. At the end, given the same number of students assessed, we have 52 students able to tell us more than 3 of the 9 Kelso choices (81%). That is an increase of 66 %.

Other Comments

Students would come in from recess telling teacher that they used Kelso's Choices. They also help each other remember that they can use Kelso's Choices the figure out a small problem.