



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

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**MIRROR LAKE MIDDLE SCHOOL**  
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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.**

Results have been tabulated into the tables and will be published in the school newsletter, shared at the staff meeting, and will be posted on our school web site.

### Major Accomplishment

#### Students Served

Elementary	0
Middle School	187
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
- Conflict resolution/peer mediation
- Drug prevention instruction
- Parent education/involvement
- Security equipment
- Security personnel
- Student support services (e.g., student assistance programs, counseling, mentoring, identification and referral)
- Teacher/staff training
- Violence prevention instruction

#### Specialized Program Use

Our school used the following specialized program(s):

- Cooperative Learning
- Student assistant programs/Core team
- DARE
- The Great Body Shop
- 40 Developmental Assets Framework
- Aggressors, Victims and Bystanders
- Prime for Life
- Media Literacy

#### 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

Law enforcement officials

- Joint Service Delivery, Referrals

Health providers

- Joint Service Delivery, Referrals

Social services providers

- 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

## 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

### Before School SEL Activity Time

#### Brief Description

One day a week, from 7:30 to 8:00, Kathy Reiman and Margaret Barber sponsored a “café” in the student center. They set out a few tables and served hot cocoa and cider to the students who were dropped off at school early and choose not to go to the gym or participate in other morning activities. These kids are part of the “invisible middle” in our school and would benefit from positive adult and peer interaction. Our goal for this morning group helped build their social and emotional skills, improve their peer climate, help them to become school leaders and to feel connected to our school. We announced our morning café on our video news in hopes to get more students participating, and we used this time to showcase various student achievements and talents. We had students play instruments, share artwork, read items that they have written, etc. This activity provided a safe environment for these students and they felt like they were part of the community, our school community.

#### Needs Assessment

- pre-assessment questionnaires

#### Evaluation Methods

- pre-post assessment questionnaires

#### Data Summary

We had well over 30 students participate in the morning activity once a week. We collected 27 pre and post questionnaires for this evaluative document. There were five questions on this questionnaire. The questions asked the students to rate on a scale of one(never) to five (Always) how they felt. 1. I demonstrate awareness of other people’s emotions and perspectives.

1 2 3 4 5 Our pre test results had a 105/135 (77%) whereas the post test results (83%) had a 113/135 for an improvement of +8 or an improvement of 6%.

1. I demonstrate consideration for others and a desire to positively contribute to their community. 1 2 3 4 5 Our pre test results had a 109/135 (80.7%) whereas the post test results (91%) had a 123/135 for an improvement of +14 or an improvement of 10.3%.
2. I demonstrate an awareness of cultural issues and a respect for human dignity and differences. 1 2 3 4 5 Our pre test results had a 108/135 (80%) whereas the post test results (87.4%) had a 118/135 for an improvement of +10 or an improvement of 7.4%.
3. I use positive communication and social skills to interact effectively with others. 1 2 3 4 5 Our pre test results had a 114/135 (84%) whereas the post test results (85.9%) had a 116/135 for an improvement of +2 or an improvement of 1.4%.
4. I develop constructive relationships within our school and community. 1 2 3 4 5 Our pre test results had a 108/135 (80%) whereas the post test results (80%) had a 108/135 for neither a positive or negative change.

#### Other Comments

Typically students who arrive in the morning a half hour or more before school starts have choices to go to band, open gym, or the library. Many students choose to sit in the student center and not involve themselves with other students or staff. The cocoa offered students an opportunity to interact with one another and teachers in a positive way. Some students began to get excited about being dropped off early, and began to talk to Mrs. Reiman and Ms. Barber at other times throughout the week when before they had no interactions with these students. This has made this activity VERY beneficial to both staff and students, an interaction time to establish a very valuable asset.

## Making Connections Through Homework

### Brief Description

The Homework Time was a Monday through Thursday after school program that was designed to help students with their homework and to provide another adult they can go to for help. Joy Hatcher, Cynde Ferris, and May Smith helped with this activity. Students had to have a signed parent permission form to attend this 'as needed' activity. Students attending used the activity bus if needed. Student took part in a pre and post activity checklist. The teacher hosting the after school homework time notified all staff at Mirror Lake who attended this after school activity and corresponded with parents when needed. This time was a quiet time so all students could complete their homework or late assignments.

### Needs Assessment

- a. SCCS -

### Evaluation Methods

- a. pre-post assessment questionnaires

### Data Summary

There were three questions on this questionnaire. The questions asked the students to rate on a scale of one(never) to five (Always) how they felt. We divided our questionnaires by grade level. Here are our results:

6th Grade - 16 students completed the pre and post questionnaires.

1. I use effective decision-making skills.

1 2 3 4 5 Our pre test results had a 62/80 (77.5%)whereas the post test results (76.25%) had a 61/80 for a negative one difference.

2. I demonstrate ability to set and achieve goals.

1 2 3 4 5 Our pre test results had a 66/80 (82.5%)whereas the post test results (73.75%) had a 59/80 for a negative seven difference, our largest in this data. This difference could be because they spent this whole time in Homework Time without seeing a big difference in grades or work completion. Next year I would evaluate more often so I could see the differences kid by kid month by month.

3. I have developed constructive relationships.

1 2 3 4 5 Our pre test results had a 44/65 (83.75%)whereas the post test results (83.75%) had a 67/80 for neither a positive or negative change.

7th Grade - 13 students completed the pre and post questionnaires.

1. I use effective decision-making skills.

1 2 3 4 5 Our pre test results had a 44/65 (67.7%)whereas the post test results (70.7%) had a 46/65 for a positive difference of two, our only positive on any data for this activity.

2. I demonstrate ability to set and achieve goals.

1 2 3 4 5 Our pre test results had a 51/65 (78.5%)whereas the post test results (73.8%) had a 48/65 for a negative three difference. This difference could be because they spent this whole time in Homework Time without seeing a big difference in grades or work completion. Next year I would evaluate more often so I could see the differences kid by kid month by month.

3. I have developed constructive relationships.

1 2 3 4 5 Our pre test results had a 52/65 (80%)whereas the post test results (76.9%) had a 50/65 for a negative two difference.

8th Grade - 5 students completed the pre and post questionnaires.

1. I use effective decision-making skills.

1 2 3 4 5 Our pre test results had a 19/25 (76%)whereas the post test results (72%) had a 18/25 for a negative one difference.

2. I demonstrate ability to set and achieve goals.

1                      2                      3                      4                      5

Our pre test results had a 20/25 (80%)whereas the post test results (68%) had a 17/25 for a negative three difference. This difference could be because they spent this whole time in Homework Time without seeing a big difference in grades or work completion. Next year I would evaluate more often so I could see the differences kid by kid month by month.

3. I have developed constructive relationships.

1 2 3 4 5 Our pre test results had a 22/25 (88%)whereas the post test results (88%) had a 22/25 for neither a positive or negative change.

### Other Comments

We had 159 students first semester and 153 students attend second semester for this activity though only 34 students actually filled out the pre and post questionnaire. Next time I would like to do this monthly rather than at the beginning and end of the activity so I can catch our successes! After recording our data, I was a bit discouraged. After talking with Jan Davis, she brought forth a lot of encouraging insights that I could not see with the data we got. If I kept data monthly I might be able to catch those who turned it around and no longer need the after school time to do their homework, therefore getting some of those success stories in our data. The students

really enjoyed having this time and the help so they could be successful in school. Some used this program as a baby sitting place or the in between sports place to be. Either way, I feel good about this activity and hope to continue it in the future.