



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

NORTHWOOD ELEMENTARY
4807 NORTHWOOD DR
ANCHORAGE, ALASKA 99517
(907)742--6800

Coordinator KENDRA BESH
Phone Number (907) 742-5560
Email Besh_Kendra@asdk12.org
Date Saturday, October 18, 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.

school newsletter, staff meetings, staff newsletter

Major Accomplishment

We had a school-wide week long emphasis on "Stomping Out Bullying". The week was filled with activities, spirit days, stomp out bullying pledge, and ended with a school-wide assembly. This was a student lead event that included all grade levels participating in anti-bullying and teasing lessons and role plays.

Students Served

Elementary	90
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
- Curriculum acquisition or development
- 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

Specialized Program Use

Our school used the following specialized program(s):

- Cooperative Learning
- Red Ribbon Week
- The Great Body Shop
- Other Conflict Resolution Program
- RCCP Curriculum
- Kelso's Choice
- 40 Developmental Assets Framework

- Concious Discipline, Cool Cats anger management program, Pumsy: clear mind thinking curriculum

Coordination

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

Law enforcement officials

- 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

Staff "Think Tank" training and facilitation mentoring

Brief Description

A training and mentoring process will be provided to staff members who are willing to participate as "Think Tank" Facilitators. This training will introduce an intermediate and primary level problem solving module as well as skill-streaming steps to be used with students during "Think Tank" Interventions. In addition, "Think Tank" Facilitators will be guided through the entire intervention process which includes: writing a referral, implementing the problem solving module, choosing a social skill that can aid in solving the problem, role playing a more productive choice, and offering constructive feedback to students. The "Think Tank" training will also include ongoing mentoring and monthly check-ins among facilitators.

Needs Assessment

- a. SCCS, annual school report card

Evaluation Methods

- a. Pre and Post Facilitator Survey

Data Summary

Our pre and post test results showed that staff who participated in the Think Tank Facilitation process and initial training gained knowledge in all problem solving skill areas by at least 13% and gained comfort in directly instructing these problem solving strategies by at least 13.3%. In addition, staff reported in the post data an average score of at least 4.5 (5 being expert knowledge) in both skill knowledge and comfort level of direct skill instruction. This verified that the Think Tank Facilitation process enabled staff to grow from a level of processing knowledge (ranging from 3.125-3.87) to a level nearing expert knowledge (4.5-5). Please see the enclosed table for detailed data.

Other Comments

1. Teachers are better prepared to deal with behavioral problems with in their classrooms rather than sending them to the office resulting in fewer office referrals for turn around behaviors.
2. Buddy room teachers are utilizing Think Tank Facilitation Skills to problem solve with students sent to them from other classrooms for behavioral reasons.
3. Problem solving and refocus forms are being utilized by a greater number of classrooms to help students evaluate their behavior and learn more positive problem solving choices.