



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

WONDER PARK ELEMENTARY
5101 E 4th Ave
Anchorage, Alaska 99508
(907)337--1569

Coordinator ALEXIS PASTORINO
Phone Number (907) 742-8249
Email Pastorino_Alexis@asdk12.org
Date Friday, October 10, 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.

Two newsletters were written, the first to explain the RCCP Connected and Respected program and the plan for implementation and the 2nd to outline the results of the pre and posttests and summarize where we are to date as an RCCP school. The results will also be shared during a staff meeting on May 14.

Major Accomplishment

Wonder Park Elementary became an RCCP school this year. This was a school-wide effort supported by the principal that began last year requiring staff input, buy in, and feedback. Surveys were sent to staff to insure staff was on board and to address questions and concerns they may have. The Positive Climate committee focused on the first phase of implementation—staff training—and communication with staff. Twenty five staff members were trained in the RCCP Connected and Respected curriculum this year. All teachers, including those who teach specials received the curriculum for their level, which was provided primarily by the mini-grant but supplemented by Wonder Park. The PE teachers received the Adventures in Peacemaking, since it compliments Connected and Respected and is more useful for PE. The librarian has ordered all the related Connected and Respected literature books from the curriculum that are still in print and will identify them as RCCP books for teachers. The Linking Up book and CD that compliments the Connected and Respected lessons and Conscious Discipline CDs were ordered to be used by the music teacher, counselor, and teachers in the core classrooms. A staff survey, obtaining feedback regarding the Respected and Connected lessons in the classroom and concerns about being an RCCP program, was sent to all core teachers. According to staff surveys received (5 were not returned), all teachers were in favor of continuing the RCCP Connected and Respected implementation and continuing to be a RCCP school. Our principal is a leader and champion of the project, and our staff, while still in the training phase of implementation, remains excited and on board with the project.

Students Served

Elementary	346
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
 - Community service projects
 - Conflict resolution/peer mediation
 - Curriculum acquisition or development
 - 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
 - Violence prevention instruction
-
- While we have not yet implemented our peer mediation program, the counselor does numerous mediations as a prevention method and as part of the progressive discipline plan.
 - Community Service Projects: the student leadership recycled paper. Teachers were given bins, and students collected paper for recycling.
 - Recycling Assembly: presentation by 4 high school members of Alaska Youth for Environmental Action. They talked to the kids about the importance of reducing, reusing, and recycling. They also actively involved two students from each grade level in a recycling relay.
 - Polynesian Cultural Club from Bartlett High School performed (dances and singing) and talked with students about respect and

making good choices.

- Storytelling: Two 2nd grad classes, two 4th grade classes, and one 1st grade class attended a storytelling assembly, which included questions and answers, presented by a New York professional storyteller, David Gonzales. Mr. Gonzales was sponsored by Alaska Junior Theatre. The students were mesmerized.
- Talent Show: an end-of-the-year performance coordinated by the music teacher. Students try out and perform. An annual staff dance team (this started last year) also performs.
- Veteran's Day Choir performance: veterans were invited and recognized at this event.
- Christmas Choir performance: coordinated and facilitated by the music teacher, the choir was awesome.
- 6th Grade Team Building and Forum: At the beginning of the year, 6th graders participated in a day at Lion's Park participating in a variety of team-building activities facilitated by the Begich Middle School P.A.C.E. students and SDFS representatives. Six teachers (6th grade teachers, special ed. teachers, and Title 1 Coordinator), the principal, and the counselor also participated. The next day students participated in a half-day student forum, where they did team-building and identified their role as 6th graders and role models at Wonder Park. The theme they identified was "Be Yourself." The team building was facilitated again by P.A.C.E. students at the end of the year as part of transition to middle school.
- P.A.C.E Student Transition to Middle School: Begich middle school students presented in each of the 5th and 6th grade classes at the end of the year. They talked about what it is like in middle school, what students should know and what is most important (organization), etc. They also answered student questions.
- Ace's Hockey Team Assembly: Selected team players played gym hockey with students and staff and also promoted reading by asking literature questions and giving student prizes.
- P.A.C.K. Week: a national Healthy-eating initiative, facilitated by the nurse, to encourage kids to eat more fruits and vegetables while at school. Students and staff dressed in different colors each day, participated in quizzes and contests with fruit and vegetable prizes, and incorporated healthy eating into the classroom activities.
- Cool and Correct Coughing Club: Students become members by teaching at least one adult how to cough correctly. There are fun announcements, prizes for the students, and photo ops. This event is coordinated by the nurse.
- Shoe Tying Contest: This event is also coordinated by the nurse. Students are randomly selected to win a prize if "caught" with their shoes tied. They also learn what random means. The students love this event.
- Student Helpers: older students periodically assisted the counselor with presenting guidance lessons to younger students.
- Pennies for Patients: sponsored by the Leukemia and Lymphoma Society. Pennies were collected to help children with blood cancers. This year the campaign was ended with an all-school assembly where staff "kept their promises" to do a fun thing (i.e. head shaved, kiss a snake, pie in the face, etc.) if we met our goal as a school.
-

Specialized Program Use

Our school used the following specialized program(s):

- Cooperative Learning
- Peer Educators/Cross Age Teaching
- Student assistant programs/Core team
- Life Skills Training
- Red Ribbon Week
- The Great Body Shop
- Other Conflict Resolution Program
- RCCP Curriculum
- Student Support Groups
- Kelso's Choice
- Aggression Replacement Training
- Media Literacy

- S.T.A.R. Reading and Math: an assessment whereby students take a pre-test to determine their levels and post tests to move to the next level. Practice occurs through AR reading and math, Lexia, and Waterford.
- Accelerated Reader (AR) and Math: individualized math and reading practice.
- Lexia: individualized reading practice.
- Waterford: individualized student practice for pre-reading and reading.
- RCCP Connected and Respected: A sequential, developmentally appropriate set of skill-building lessons and activities from the Resolving Conflict Creatively Program. Students develop social and emotional literacy important to their academic success and to their success in building and maintaining relationships over the course of their lifetime. In addition, it assists teachers to create a welcoming classroom environment built on a sense of community that provides students an opportunity to connect with their peers and teachers.

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
- Teacher, Staff Training
- Public Awareness Activities

Social services providers

- 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

RCCP Respected & Connected 15 hour class

Brief Description

The focus of the project was the implementation of the first phase of the RCCP program. This included staff training in the RCCP Connected and Respected curriculum. Two classes were taught, one in the fall and one in the Spring, by a District RCCP trainer. Teachers met for a 15-hour, 1 credit class at Wonder Park. They met once a week for 3 hours. Not all staff took the class for credit. The principal, librarian, counselor, 2 aides (one was also a parent), the administrative assistant, and 19 core teachers participated in the class. As part of the class requirements, core teachers taking the class for credit were required to teach a minimum of 4 lessons to their students. All core teachers also participated with the counselor in delivering bi-weekly lessons from the curriculum in their classrooms. Ninety-eight percent of students (all students pre-K through 6th grade except the 6 students in the autistic pre-school classroom) received lessons and benefited from this project. A parent, who also participated in the training and the Positive Discipline Committee, and two student leaders were involved from the onset of the project and provided feedback to the grant coordinator, counselor. In addition, all teachers received the curriculum for their level. The counselor was able to coordinate the granting efforts and support the teachers with training and implementation. She was also available to trouble shoot and co-facilitate lessons with teachers.

Needs Assessment

- a. School Student, Staff, and Parent/Guardian Climate Survey, Spring 2008

Evaluation Methods

- a. Pre- Post Tests

Data Summary

Two separate pre and posttests were used—one for certified staff and one for non-certified staff. Although one question—what impact do you think social & emotional learning activities (SEL) have on students' academic success—was included on both surveys and is included and summarized on the Certified Staff Table. The certified staff surveys focused on confidence with teaching the Connected and Respected curriculum, integrating the lessons into the overall curriculum, and social and emotional learning. The non-certified staff surveys focused on confidence with Connected and Respected language with students and staff, impact of social and emotional learning, and confidence as valuable participants in the school community. Both certified and non-certified staff showed an increase in confidence either using the curriculum and/or language with students and staff and an increase in knowledge regarding the Connected and Respected concepts. Three hundred and forty students—all students except the 6 students in the autistic pre-school—were impacted by the project. As a result, 96 percent of the students received bi-weekly lessons in the RCCP Connected and Respected curriculum. They received a minimum of 15 lessons unless they were absent, new, or moved to a different school. The following summarize the pre and posttests. Please see attached tables.

Twenty-two certified staff were trained. Certified staff results illustrated an overall increase in confidence and knowledge. There was no change regarding number of Connected and Respected lessons taught last year. There was a 24 percent increase from 0-5 to 6-10 and a 5 percent increase from 0-5 to 11-15 lessons taught so far this year. The counselor was the only person who had taught 20-26 lessons for both the pre and posttest. Teaching the Connected and Respected lessons in classrooms (pre-K through 6), however, was the counselor's focus for guidance this year, and she was teaching numerous lessons weekly. Seventy-three percents of teachers were not confident with teaching the lessons in their classrooms at the beginning of the class, while 100 percent were at various stages of confidence by the end of the class. This represented a 37 percent increase. At the beginning of class 68 percent of teachers were not confident integrating the lessons across their curriculum, and by the end of the class 100 percent were at various stages of confidence. This represented a 47 percent increase with a 59 percent increase to very confident. At the beginning of class only 4 percent (both certified and non-certified) stated social and emotional learning had no positive impact on academic success and 4 percent stated it has some positive impact. Fifty-six percent stated their was considerable positive impact and 36 percent said social and emotional learning was essential for academic success. By the end of class 44 percent believed SEL had considerable positive impact and 56 percent believed it was essential. While there was a 21 percent decrease in considerable positive impact, there was a 56 percent increase to essential for academic success. At the beginning of the class 81 percent had no formal training in RCCP and could not answer the impact training had on their teaching practices and student interactions. Eighteen percent indicated some positive impact. By the end of class, 18 percent stated some positive impact, 45 percent considerable impact, and 36 percent major positive impact. While there was no change regarding some positive impact, there was a 24 percent increase from no formal training to either considerable or major positive impact.

Three non-certified staff were trained. Non-certified results also illustrated an increase in confidence and knowledge. At the beginning of class, 67 percent were not confident using the Connected and Respected concepts and language in the building, and 33 percent were confident. While the somewhat confident category did not change, 67 percent were either very confident or completely confident by the end of the class. At the beginning of the class 33 percent felt somewhat confident as a valuable participant in the school community, 33 percent very confident, and 33 percent completely confident. By the end of the class, 67 percent felt very confident. While there was no change in the completely confident category, there was a 33 percent increase from somewhat confident to very confident. Regarding the impact the Connected and Respected training had on their student and staff interactions, 100 percent stated they had no formal training prior to this class. By the end of the class 33 percent stated the training had some positive impact, and 67 percent stated major impact. This represented a 100 percent increase with a 33 percent increase to major positive impact.

Other Comments

A number of teachers who were trained this year expressed their support of the program. As staff became familiar with the lessons, they began to use the language with their students. The pre-school teacher for the autistic classroom expressed appreciation for the curriculum she was given and stated she could adapt the lessons for her students' needs. One fourth grade teacher, after being trained, continued to teach the lessons the week the counselor wasn't in her classroom. Even the speech teacher is using the lessons with her students. Teachers participating on the Positive Discipline Committee expressed the need to teach more classes at the beginning of the year for the purpose of creating a safe, welcoming classroom. They also expressed an appreciation and need for a common language building wide. Students were excited for lessons and frequently asked when the next lesson for their class would be presented. Students are beginning to use the language of the curriculum, such as win-win, strong voice, and I-messages. Students in a second grade classroom are very close to mastering I-messages. The counselor is considering inviting them to present in other classes. The conflict escalator was used during mediations and students participating in mediation understood the escalator and could easily chart the escalation of their conflicts. Through role playing, intermediate students are beginning to experience the difficulty of keeping the fight going when the other party uses win-win language. This was highlighted, when one 6th grade student, who had participated in an intensive anger interruption group the previous year and who is still, for the most part, not using the skills he learned participated in a demonstration role play and was not only quickly diffused but also was unable to continue his aggressive behavior.