

CHESTER VALLEY ELEMENTARY

1751 Patterson Street Anchorage, AK 99504 907742--033

Coordinator ELIZABETH RAWLINS

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Date Tuesday, October 20, 2009

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 used our school newsletter to report the results of our grant.

Major Accomplishment

We found a great deal of success with identifying a character trait weekly and having students submit examples of that character trait for to be read on the morning announcements, and to be displayed outside the office. In addition, we had the Fort Richardson Police Department involve our 5th graders in their DARE program, which really helped focus them in on how to avoid peer pressure in the coming years.

Students Served

Elementary	200
Middle School	0
High School	0

Services and Activities Provided:

During this school year, our school provided the following activities:

Teacher/staff training

Specialized Program Use

Our school used the following specialized program(s):

DARE

The Great Body Shop

Coordination

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

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

Our staff participated in an SEL Book Study class. We collaborated in groups and discussed the purpose behind Social Emotional Learning and how teachers across the United States are integrating it into their daily routines.

Needs Assessment

Pre-assessment questionnaire

SCCS

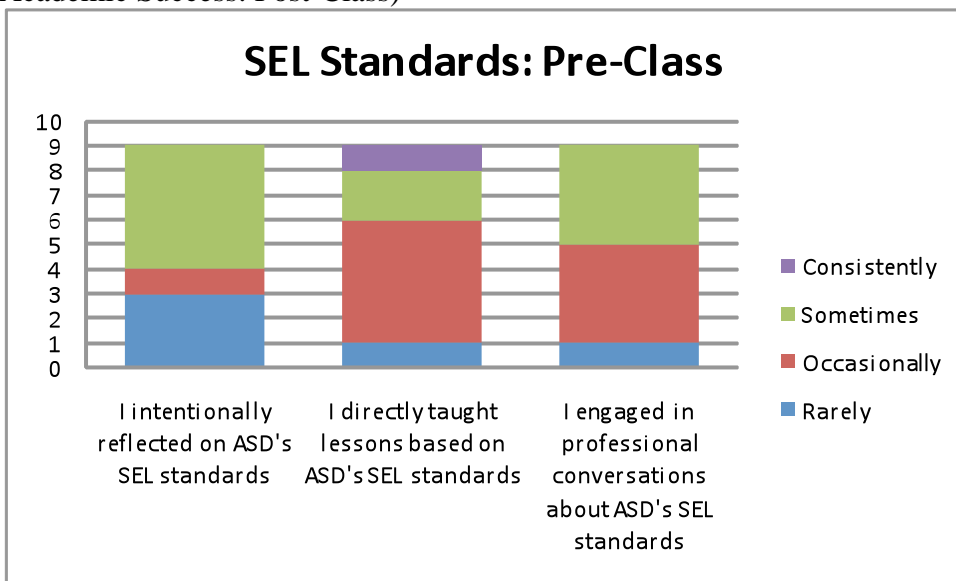
Evaluation Methods

Pre-post

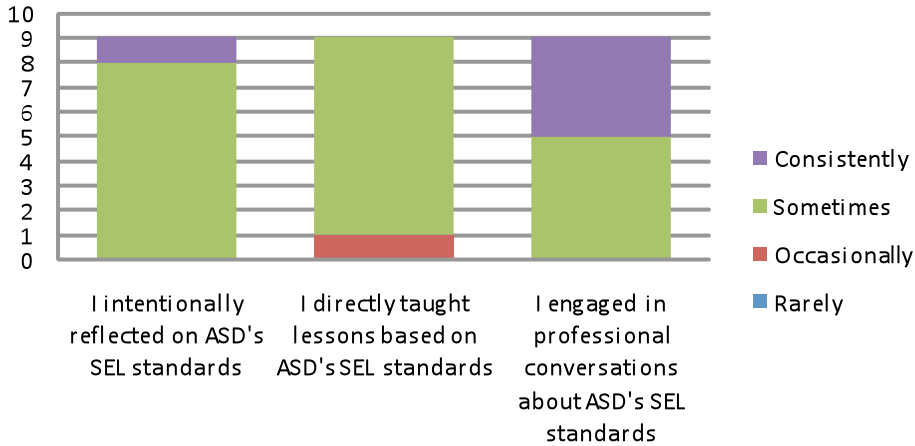
Data Summary

The first part of our class involved educating the staff on the ASD SEL Standards. At the end of the class, the proportion of staff sometimes or consistently engaging in reflection, direct teaching of SEL lessons, and Professional conversations increase and the proportion rarely engaging in them dropped to zero. This is valuable to our school, because it demonstrates that the staff is more aware of SEL and is taking the first steps toward

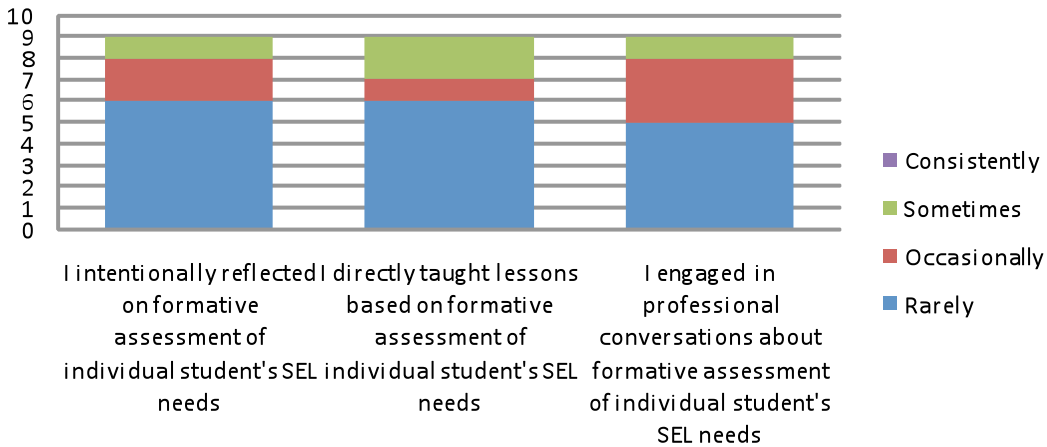
more purposeful integration. (See graphs SEL Standards: Pre-class and SEL Standards Post-Class) The next part of our class involved the staff reading professional literature about SEL. At the beginning of the class, approximately 7 out of 10 people rarely reflected on SEL related professional literature, directly taught lessons based on SEL related professional literature, and engaged in professional conversations about SEL related professional literature. At the end of the class, the proportion of staff sometimes or consistently engaging in these behaviors increased, and the proportion rarely engaging in them dropped to zero. This is valuable to our school, because it demonstrates how the increased awareness is sparking conversation and reflection among the staff. (See graph Professional Literature: Pre-Class and Professional Literature: Post-Class) Another part of our class involved a formative assessment of Social Emotional Learning in our students. Pre-class, the majority of participants rarely intentionally reflected on formative assessments of individual student's SEL needs, directly taught lessons based on formative assessments of individual student's SEL needs, and engaged in professional conversations about formative assessments of individual student's SEL needs. Post-class, the proportion of the staff sometimes engaging in these behaviors increased, and the proportion rarely engaging in them dropped to zero. This is valuable to our school, because it shows how much more attention the staff is giving to this aspect of SEL teaching and of individual student's needs. (See graph Formative Assessment: Pre-Class and Formative Assessment: Post-Class) The last part of the class involved relating SEL-Promoting Actions to Students' Academic Success. At the beginning of the class, the level of belief that SEL was relevant to academic success was high, so there was very little change overall in how many staff members felt that it had a "great effect" on academic success. However, at the end of the class, the proportion of the staff that are consistently engaging in direction instruction in Social and Emotional Learning skills, having individual, personal conversations with students, talking with students who come to them about things that are bothering them, and letting a student know when they are absent increase, and the proportion rarely engaging in them decreased. This is valuable to our school, because it demonstrates a conscious effort to build those relationships with the students. (See graph SEL-Promoting Actions and Students' Academic Success: Pre-Class and SEL-Promoting Actions and Students' Academic Success: Post-Class)



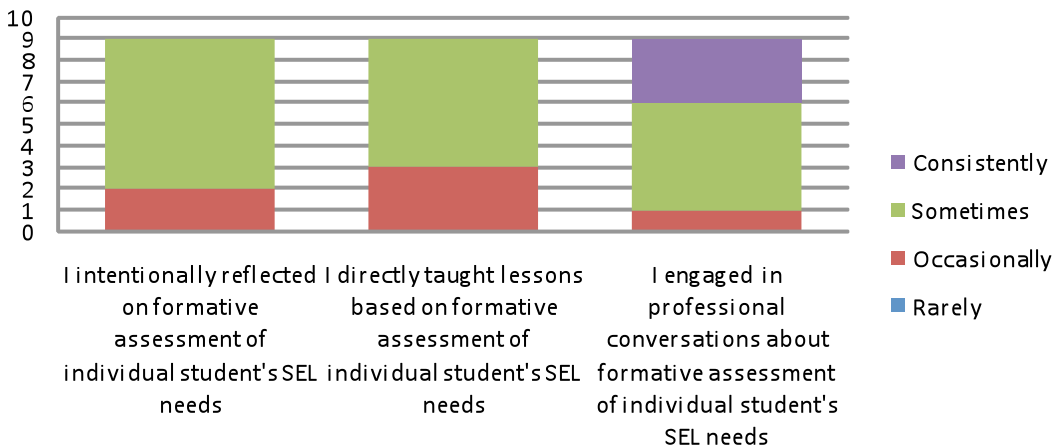
SEL Standards: Post-Class



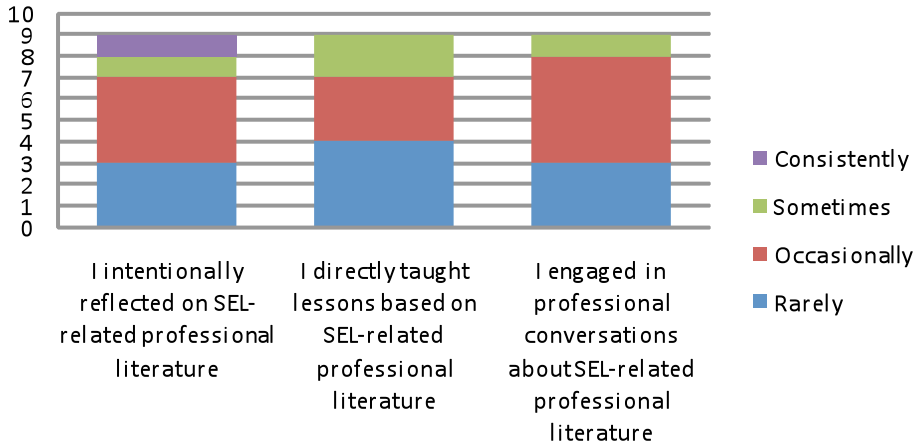
Formative Assessments: Pre-Class



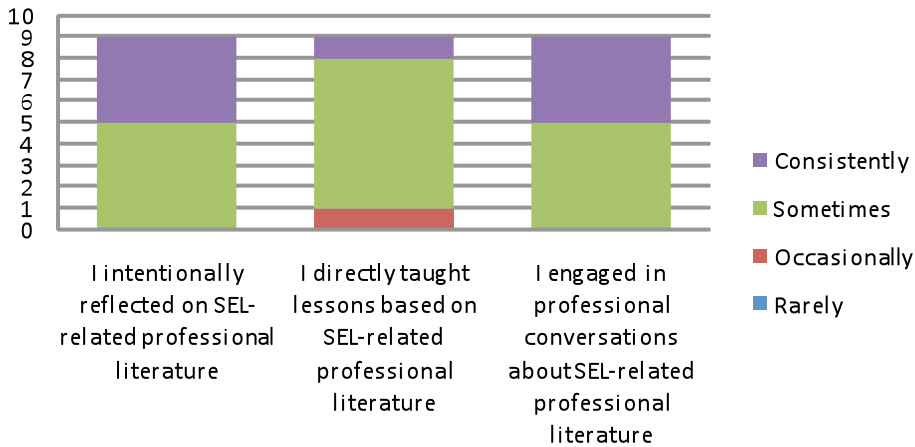
Formative Assessments: Post-Class



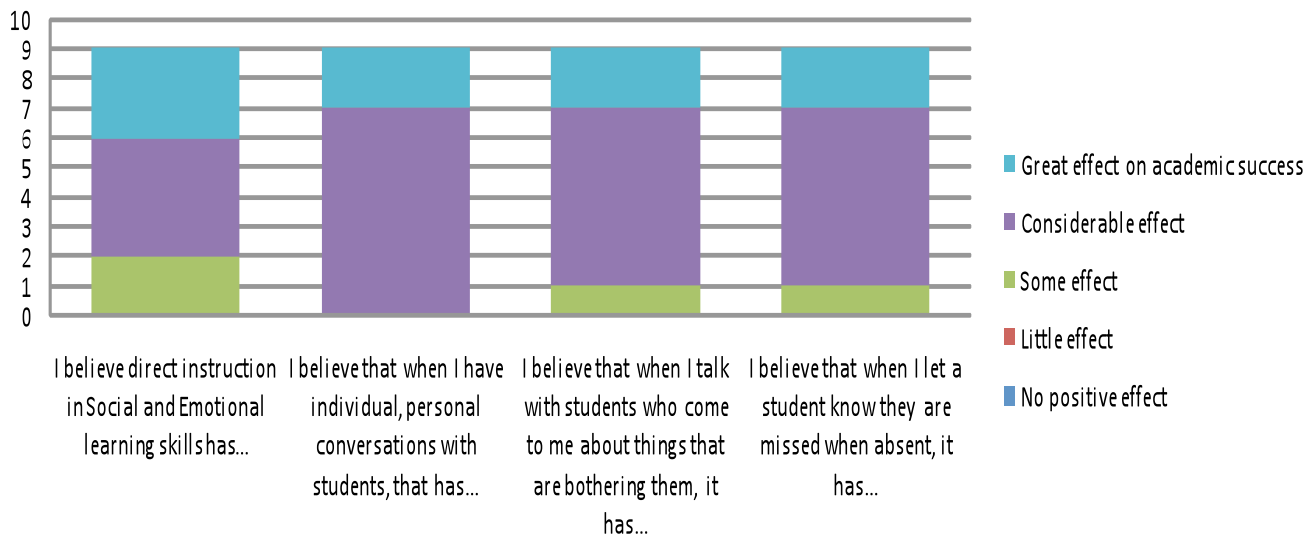
Professional Literature: Pre-Class



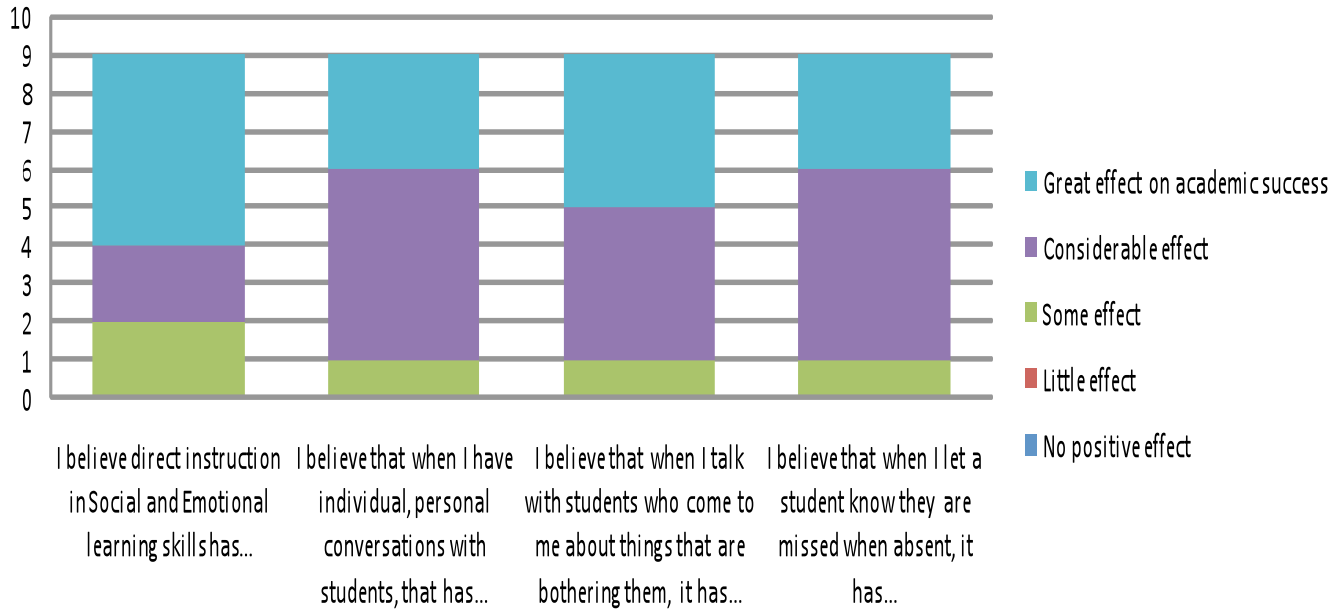
Professional Literature: Post-Class



SEL-Promoting Actions and Students' Academic Success: Pre-Class



SEL-Promoting Actions and Students' Academic Success: Post-Class



Other Comments

Overall, participants had a favorable attitude about the class and left comments like, “Thank you for the wealth of resources and understanding this coursework brought to me and my staff, ” “Great information,” and “We had a great instructor. I enjoyed the book study groups. Thank you.”

SEL professional inquiry credit class.

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