

**CREEKSIDE PARK ELEMENTARY**  
**7500 E 6th Ave Anchorage, AK 99504 907742-1550**

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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.**

The public was informed of our grant through school newsletters, leadership team (SITE council), staff meetings, individual parent meetings and PTA meetings.

**Major Accomplishment**

Throughout the school year, Creekside Park continued to focus on teaching RCCP lessons in the classrooms. With a designated time block at the end of the week, students were learning and infusing concepts and social skills found within the Connected and Respected curriculum, Assets, Conscious Discipline and other social skills curriculum. Various other lessons were taught by the guidance counselor in order to continue the themes that students were learning. These lessons and office referrals were linked with Gummy Recess. Respect and Responsibility tickets were another form of recognition of students. Staff were trained at the beginning of the school year with the school-wide behavioral program. Certificated and classified staff were given the opportunity later in the school year for an extended training linking RCCP and viewing CHAMPS as a new program for next year. CHAMPS will be used to assist with classroom management and a common language within school in order to influence behavioral management among the school as a whole. This preview of CHAMPS allowed staff to view a program for behaviors as well as linking the needs for Social Emotional Learning.

**Students Served**

<b>Elementary</b>	435
<b>Middle School</b>	0
<b>High School</b>	0

**Services and Activities Provided:**

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

- After-School or before-school programs
- Community service projects
- Drug prevention instruction
- Parent education/involvement
- Student support services (e.g., student assistance programs, counseling, mentoring, identification and referral)
- Teacher/staff training
- Violence prevention instruction

Gummy Recess- Since the beginning of the school year, we provided monthly Gummy Recess for students with less than two office referrals. Those students received a free choice play time on the playground and with special equipment for 20 minutes while those students with 2 office referrals or more went to the field with staff members. On the field students talked about behavior, practiced skills and participated with others through teamwork or a cooperative activity. At the end of each groups time a "sweet gummy" treat was given.

Positive School Climate Committee- A team of cross-discipline staff met several times throughout the year. The team focused on a school-wide positive reinforcements and recognition programs, lead a few staff meetings and analyzed discipline data as well as data from staff surveys. The committee has reviewed CHAMPS to be adopted throughout the school next year. This information and introductory training was offered towards the end of the year.

**Specialized Program Use**

Our school used the following specialized program(s):

- Cooperative Learning
- Student assistant programs/Core team
- Red Ribbon Week
- The Great Body Shop
- Other Conflict Resolution Program
- RCCP Curriculum
- Student Support Groups
- Kelso's Choice
- 40 Developmental Assets Framework

### **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
- Teacher, Staff Training
- Public Awareness Activities

Law enforcement officials

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

Health providers

- Joint Service Delivery, Referrals
- Teacher, Staff Training

Social services providers

- Joint Service Delivery, Referrals
- Teacher, Staff Training

Community-based group for drug/alcohol/tobacco

- Joint Service Delivery, Referrals
- Public Awareness Activities

Community-based group for violence prevention

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

Parent group(s)

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

Positive Parenting Class

- Teacher, Staff Training
- Public Awareness Activities

Site Council

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

### **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

One staff member coordinated the school's SDFS grant as well as additional training.

### Needs Assessment

SCCS

Pre assessment of the Connected & Respected text

### Evaluation Methods

Post assessment of the Connected & Respected text

### Data Summary

Completion of grant. Coordinated training with staff as well as disseminated information to the staff. Gathered data and crunched the numbers for the grant completion.

### Other Comments

## SEL/ Connected & Respected training

### Brief Description

SEL, Connected & Respected and CHAMPS training offered primarily to certificated teachers as well as a few classified staff. This session was held at Creekside Park focusing on social skills, classroom management, and an approach with children with a variety of need. Linking RCCP and CHAMPS will create a greater school-wide vocabulary and will provide several daily teachable moments with students.

### Needs Assessment

SCCS

Pre assessment of the Connected & Respected text

### Evaluation Methods

Post assessment of the Connected & Respected text

### Data Summary

35 staff (both certificated and classified staff) completed the Caring and Effective Communication survey.

Creekside Park Category	Direct Instruction		Direct Instruction		Modeling		Modeling	
	I've taught this skill by teaching a lesson		I've taught this skill through curriculum infusion		I model this skill/ concept with my students		I model this skill in my adult relationships	
<i>Caring &amp; Effective Communication</i>	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Cooperate as a group to reach a common goal	16	16	13	16	27	28	21	22
Identify personal strengths & skills	12	13	12	13	29	27	19	18
Identify & demonstrate active listening skills	19	21	21	16	30	26	21	19
Paraphrase while listening	9	12	9	10	25	29	17	16
Distinguish between aggressive and assertive communication	13	15	6	14	19	24	25	15
Identify advantages of assertive communication	10	12	6	9	18	20	10	14
Create a set of classroom guidelines	21	25	13	18	23	23	13	12

Understand & respect different points of view	20	20	20	20	28	27	23	19
Understand communication is a two way street	16	18	15	14	29	27	23	18
Identify & demonstrate behaviors for effective communication	19	19	13	13	26	28	19	18
Use clarifying questions	16	17	16	13	28	27	22	16
Use I messages	16	19	13	15	27	26	17	20
Identify and demonstrate constructive ways to confront/intervene in a bullying situation	12	22	11	14	20	24	11	13
Identify behavior that constitutes bullying	16	24	9	14	18	22	11	13

<b>Creekside Park Category</b>	<b>How many students apply this skill in the classroom?</b>									
	<b>None- 1</b>		<b>Few- 2</b>		<b>Some- 3</b>		<b>Most- 4</b>		<b>All- 5</b>	
	<b>Pre</b>	<b>Post</b>	<b>Pre</b>	<b>Post</b>	<b>Pre</b>	<b>Post</b>	<b>Pre</b>	<b>Post</b>	<b>Pre</b>	<b>Post</b>
<i>Caring &amp; Effective Communication</i>										
Cooperate as a group to reach a common goal	3	2	3	3	17	11	11	17	1	2
Identify personal strengths & skills	2	1	13	3	14	15	6	15	0	1
Identify & demonstrate active listening skills	3	1	1	3	17	13	14	15	0	3
Paraphrase while listening	8	4	14	11	9	12	4	7	0	1
Distinguish between aggressive and assertive communication	7	3	11	9	10	13	7	9	0	1
Identify advantages of assertive communication	7	4	8	9	14	13	6	7	0	2
Create a set of classroom guidelines	4	1	3	2	13	5	11	18	4	9
Understand & respect different points of view	3	2	5	8	15	8	10	13	2	4
Understand communication is a two way street	0	1	9	5	20	10	6	14	0	5
Identify & demonstrate behaviors for effective communication	4	1	7	6	17	14	7	10	0	4
Use clarifying questions	6	2	10	9	16	11	2	11	1	1
Use I messages	6	2	11	5	14	11	3	14	1	3
Identify and demonstrate constructive ways to confront/intervene in a bullying situation	8	3	14	5	11	14	2	10	0	3
Identify behavior that constitutes bullying	6	2	8	4	14	13	7	12	0	4

14 separate categories focused on the areas of direct instruction of the material as well as modeling both among students and in one's adult relationships. The final section of the data looked at how many students applied the 14 skills in the classroom. The pre-assessment was given at the end of the first quarter approximately. 35 staff members completed the surveys which included all classroom certificated teachers who have taught RCCP type lessons as well as support certificated staff and classified staff. Classroom teachers were to teach at least 1 or more lessons within the first quarter in order to set the foundation for the classroom community. Additional lessons were taught throughout the year, ideally on a weekly basis.

All categories within the post-assessment revealed that these skills had been specifically taught in a direct instruction lesson within the school. However, one category that fell lower was for people to “identify advantages of assertive communication. The post assessment also showed that Infusions of the lessons and themes improved within the year. We focused on the area of Caring and Effective Community since our School Climate Survey was lower in this category. For Connections and Caring Effective Community the three highest categories in both direct instruction and modeling were found in “Identify and demonstrate active listening skills,” “Create a set of classroom guidelines,” and “Understand and respect different points of view.” When looking at the data for how many students applied these skills in the classroom, 100% of the categories improved. The two highest categories of improvement were “Create a set of classroom guidelines” and “Understand communication is a two way street.”

### **Other Comments**

Since the school wide matrix (Be safe, Be respectful, Be responsible) was a focal point, the school wide vocabulary continued to be heard throughout every aspect of the school. Throughout our quarterly recognition assembly students were acknowledged for improving on academics, attitude as well as being a positive citizen. Students continued to earn responsibility and respect tickets. These tickets were placed on the bulletin boards in the hallways. These tickets were also drawn for extra recognition and sometimes a weekly special lunch. Most importantly the vocabulary was frequently heard throughout the day from both students and staff.

RCCP was taught throughout the school at the same time block. The lessons might not have been the same, but seeing community and social skills building in the rooms was great. A school wide effort among the adults displayed a positive, common language that will continue with more language by using the new program CHAMPS .

Positive School Climate committee continued to plan, oversee all these actions and discussed the structure of further needs or recommendations to take to the Creekside Park staff, parents or students.