

FIRE LAKE ELEMENTARY

13801 Harry McDonald Rd Eagle River, AK 99577 907742-3350

Coordinator ERIN JONES

Phone Number (907) 742-3350

Email Jones_Erin@asdk12.org

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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.

We discuss our results with our school staff at meetings and through periodic email updates. We shared our results with the community through family newsletters and peer mediator after school meetings.

Major Accomplishment

We continued our Goal Setting program for our students this year that was very motivating and beneficial. The students were excited at the opportunity to set an achievable goal and have a tangible way to watch the progress being made. I often heard students setting daily goals throughout the day, something I rarely heard before we started the program. Not only did this program encourage students to set goals and monitor their achievement, it also kept students active and appropriately engaged at recess.

Students Served

Elementary	262
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

Parent education/involvement

Teacher/staff training

We continued a Goal Setting program in which students set a weekly goal for walking miles on a course on our playground. In this program students set goals, monitored their achievements, and discussed the positive influence goal setting has on their life skills.

Specialized Program Use

Our school used the following specialized program(s):

Cooperative Learning

Red Ribbon Week

The Great Body Shop

RCCP Peer Mediation

Kelso's Choice

Coordination

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

Parent group(s)

Joint Service Delivery, Referrals

Advisory Council

Local Business

Joint Service Delivery, Referrals

Public Awareness Activities

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
Fire Lake Goal Setters
Brief Description

Fire Lake goal setters set a physical fitness goal for their peers to work on achieving during recess. Participants will walk/run laps around the designated area on the school grounds to reach a fitness goal that is divided into five mile increments. Goal setters monitored the students’ progress and encouraged student participation and achievement.

Needs Assessment
 SCCS

Evaluation Methods
 Pre/Post Goal Setters Survey

Data Summary

According to the pre/post survey of the participating students at Fire Lake Elementary, we found a 34% increase in students’ ability to define a goal, Oct. 2009- 103/262 and April 2010- 190/262 (See Table 1). We found that there was a 3% increase in students’ completion of a goal, Oct. 2009- 251/262 and April 2010- 259/262 (See Table 1). We found a 19% increase in participating students’ ability to identify the first step of completing a goal (choosing a goal), Oct. 2009- 194/262 and April 2010- 244/262 (See Table 1). The results of our survey show a 33% increase in students’ identification of the second step of working toward a goal (breaking it into smaller steps), Oct. 2009- 152/262 and April 2010- 238/262 (See Table 1). There was an increase of 27% in students’ identification of the third step of working toward a goal (accomplish each step), Oct. 2009- 157/262 and April 2010- 227/262 (See Table 1). There was an increase of 19% in students’ identification of the fourth step of working toward a goal (celebrate your achievement), Oct. 2009- 188/262 and April 2010- 238/262 (See Table 1). These results show that our student body has made significant progress in setting and achieving goals. Each of these survey questions show an increase in student empowerment based on their increased awareness and ability to make and attain a goal. Please see the email attachment for a complete data table.

School: Fire Lake		Erin Jones	
Activity: Fire Lake Goal Setters		Number of students: 262	
Questions	Pre	Post	Difference/Improvement
1. What is a goal?	103/262 total pts.	190/262 total pts.	a 34% increase in students’ ability to define a goal.
2. Have you ever completed a goal?	251/262 total pts.	259/262 total pts.	a 3% increase in students’ completion of a goal.
3. What is the first step to completing a goal?	194/262 total pts.	244/262 total pts.	a 19% increase in participating students’ ability to identify the first step of completing a goal (choosing a goal).
4. What is the second step of working toward a goal?	152/262 total pts.	238/262 total pts.	a 33% increase in students’ identification of the second step of working toward a goal (breaking it into smaller steps).
5. What is the third step of working toward a goal?	157/262 total pts.	227/262 total pts.	an increase of 27% in students’ identification of the third step of working toward a goal (accomplish each step).
6. What is the fourth step of working toward a goal?	188/262 total pts.	238/262 total pts.	an increase of 19% in students’ identification of the fourth step of working toward a goal (celebrate your achievement).

Other Comments

We are very proud of our Fire Lake goal setters. Our students are very motivated to set physical fitness goals due to the implementation of this program. We are excited about the success of this program and will continue to develop it to meet the needs of our students.

Peer Mediation

Brief Description

We use the RCCP peer mediation program to empower student school leadership by problem solving playground and lunch room violations of the behavioral expectation based on the Fire Lake Elementary School Behavior Matrix. Mediators served one week assignments doing mediations with a partner during lunch and recess.

Needs Assessment

SCCS

Evaluation Methods

Pre/Post Mediator Survey

Data Summary

According to the pre-post survey of our mediators we found a 28% increase in mediators' understanding of what a conflict is, October 2009- 21/32 and April 2010- 30/32 (See Table 2). There was an increase of 72% in the mediators' understanding of how to guide students through a mediation, Oct. 2009- 5/32 and April 2010- 28/32 (See Table 2). We found an increase of 66% in mediators' understanding of what a win-win solution is, Oct. 2009- 10/32 and April 2010- 31/32 (See Table 2). Mediators' showed an increase of 50% for how well they know one another, Oct. 2009-14/32 and April 2010- 30/32 (See Table 2). These results show that our mediators made significant gains in identifying and guiding students to a successful mediation. These results also show an increase in social skills and team building. Please see the email attachment for a complete data table.

School : Fire Lake		Erin Jones	
Activity: Fire Lake Peer Mediation		Number of students: 32	
Questions	Pre	Post	Difference/Improvement
1. What is a conflict?	21/32 total pts.	30/32 total pts.	28% increase in mediators' understanding of what a conflict is.
2. What is the first step in a mediation?	5/32 total pts.	28/32 total pts.	72% increase in the mediators' understanding of how to guide students through a mediation.
3. What is a win-win solution?	10/32 total pts.	31/32 total pts.	increase of 66% in mediators' understanding of what a win-win solution is.
4. I know my co-mediators well.	14/32 total pts.	30/32 total pts.	increase of 50% for how well they know one another.

Other Comments

Our staff, parents, noon duties, and students have commented on the effectiveness of having mediators at lunch and on the playground at recess. We have a high rate of students that return to be mediators the next school year. These students have shown retention of their skills from year to year and feel empowered by their increased confidence as they strengthen these skills and lead their team members through positive conflict resolution.