

**INLET VIEW ELEMENTARY**  
**1219 N St Anchorage, AK 99501 907742--763**

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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.**

article in the newsletter

**Major Accomplishment**

We have offered recess and after school running/walking programs for several years at Inlet View Elementary. This year, using the elements of service learning, we expanded the impact of the running/walking program. We have two students who are diagnosed with type 1 diabetes. They developed and presented a powerpoint program about diabetes and the importance of regular exercise and eating a balanced diet. This presentation was given to all kindergarten through 6th grade classes. The health teacher and school nurse also presented information about diabetes management and healthy living. Brochures from the American Diabetes Association were distributed. They outlined risk factors for developing diabetes. Students were encouraged to share the information with a family member. Students were also encouraged to set a personal goal related to physical activity and eating. Four displays were borrowed from the Alaska Health Fair organization that encouraged "hands on" reinforcement of those lessons. Two students interviewed a number of students and staff about their physical activity and this was shared with all the classes via a video presentation. All students were encouraged to ask family and friends to sponsor them for their participation in the running/walking programs. The proceeds will benefit the Juvenile Diabetes Research Foundation. Final donations will be turned in on May 8th at the community Salmon Run, which is hosted by our PTA. Different students have worked on posters and a bulletin board to promote the activity programs and the fundraiser. Since fall 2009, students have walked or run 313 miles during the lunchtime recess. We anticipate a generous response for the fundraiser. The service learning approach insured the leadership of more students, more connections to curriculum, community partnerships, meaningful service, diversity, evaluation and reflection in this project.

**Students Served**

<b>Elementary</b>	18
<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
- Security equipment
- 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
- Pizza with the principal
- Recess walking and running activities
- Recess ice skating
- 6th grade play
- Salmon Community Run
- Science Fair

Green Star  
Jump Rope for Heart  
Red Cross Fundraiser  
Artist in the School- hallway murals  
Two H1N1 Clinics  
Bookmark Contest  
Treats for Troops  
Healthy Futures  
Service Learning class for staff  
Service Learning project: Inlet View in Motion

### **Specialized Program Use**

Our school used the following specialized program(s):

Cooperative Learning  
Peer Educators/Cross Age Teaching  
Peer helpers (e.g. Natural Helpers)  
Student assistant programs/Core team  
Red Ribbon Week  
The Great Body Shop  
Character Counts  
Student Support Groups  
Kelso's Choice  
40 Developmental Assets Framework  
Media Literacy

When I printed out a copy of this form, it indicated that we did not have parent and student input on our prevention programs. I could not find the prompt on the data port to change that answer. Please note that we did have parent and student involvement in our prevention programs.

### **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  
Law enforcement officials  
Joint Service Delivery, Referrals  
Teacher, Staff Training  
Health providers  
Joint Service Delivery, Referrals  
Teacher, Staff Training  
Public Awareness Activities  
Advisory Council  
Fund Raising  
Social services providers  
Joint Service Delivery, Referrals  
Teacher, Staff Training  
Community-based group for drug/alcohol/tobacco  
Teacher, Staff Training  
Public Awareness Activities  
Community-based group for violence prevention  
Teacher, Staff Training  
Public Awareness Activities  
Parent group(s)  
Joint Service Delivery, Referrals

Teacher, Staff Training  
 Public Awareness Activities  
 Advisory Council  
 Fund Raising

**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**  
**Service Learning Class**

**Brief Description**

Thirteen Inlet View staff took the one credit course title, “The Transformative Power of Service Learning”. Service learning is a teaching practice that engages students in the learning process and views students as active resources and leaders. This course introduced the eight standards of an effective service learning practice and developed a thorough understanding of how to apply and implement each standard. Participants explored how service learning builds a myriad of both the Anchorage School District’s cultural standards and also the social & emotional learning standards.

**Needs Assessment**

School Climate and Connectedness Survey

**Evaluation Methods**

Staff took a pre-test before the course started and then took a post-test at the end of the class.

**Data Summary**

	PRE-TEST (15)			POST-TEST (13)		
	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree
Service learning is an effective teaching tool.	0	7	8	0	0	13
I plan on using what I learned in this.	0	4	11	0	4	9
I would like the work with others to implement Service Learning.	0	3	12	0	2	11
I feel confident with using Service Learning.	2	10	2	0	2	11
My students have something to contribute.	0	0	15	0	0	13
I plan on using service learning as a teaching strategy.	0	8	7	0	3	10
I would like to see Inlet View use Service Learning as a teaching strategy.	0	11	4	0	7	6
Service Learning is an effective use of my time.	0	9	6	0	3	10

**Other Comments**

None of the fifteen surveyed in the pre-test knew all eight of the standards of service learning. All those surveyed in the post-test, however, could list the eight standards for effective service learning. Five of the fifteen surveyed in the pre-test could identify one of the ASD standards that support service learning, while all

thirteen of those surveyed in the post test listed at least two of the three ASD specific standards that support service learning (SEL, assets, culturally responsive teaching).

In the pre-test seven of those surveyed were not sure that Service Learning was an effective teaching tool, while the other eight agreed that it was. All thirteen agreed in the post-test that Service Learning was an effective tool.

Four of those surveyed in the pre-test were unsure as to whether they would use what they had learned in this workshop, eleven agreed that they would. In the post-test four were still unsure whether they would use what they learned, while the other nine agreed they would.

Three of those in the pre-test were unsure as to whether they would implement Service Learning, while the twelve others said they would. Two of those in the post-test were still unsure if they would implement it and the other eleven agreed they would.

In the pre-test: two disagreed, ten were not sure and 3 agree that they were confident in using Service Learning. In the post-test two were still not sure they were confident in using Service Learning while eleven agreed they would.

For both the pre- and post-test teachers agreed that students had something to contribute.

Eight of those surveyed in the pre-test were unsure as to whether they would use Service Learning as a teaching strategy, while seven others agreed they would. In the post-test three were unsure whether they would use Service Learning as a teaching strategy.

Eleven of those surveyed in the pre-test were unsure if they wanted Service Learning at Inlet View while four agreed they would. Seven were still unsure in the post-test about Inlet View using Service Learning while six agreed they would.

Of those surveyed in the pre-test nine said they were unsure as to whether Service Learning was an effective use of their time while six agreed it was. In the post-test three were still unsure whether it was effective use of time. However, ten agreed that it was an effective use of their time.

## **TEAMwork LEADERship Club**

### **Brief Description**

We offered a nine week adult/student mentoring group Monday through Thursday from 3:30 pm to 5:00 pm. The students participated in large muscle activity for 15 minutes and shared a snack before beginning mentoring projects. This time afforded an opportunity for social skill development. The students brought personal projects to work on. The teacher also provided extra challenge projects when needed. The teachers were intentional about providing opportunities for asset building throughout the activity.

### **Needs Assessment**

School Climate and Connectedness Survey

Staff Survey

### **Evaluation Methods**

Pre and Post activity participant and teacher surveys

Classroom teacher evaluations

Parent post activity surveys

### **Data Summary**

18 Participants Survey Statements	Pre Activity	Post Activity
I would like to have a greater sense of consideration for others	16	15
I would like to have a stronger desire to contribute to my community after being in this club	14	13
I would like to work with other students to do "good things" to help my school and community	18	16

Post Survey Statements	Identified for this number of students
I definitely feel connected to school	12 combined
I am connected	
Yes, but could be better	
At school, I am needed here	14 combined
People count on me	
Yes, but could be better	
I am a more confident learner	15 combined
Definite improvement	
Increasingly so	

Classroom teacher survey results	Identified for this number of students
	18- Total Participants
Overall, do you think this student benefited from participating in the small group?	14-Yes
Have you seen evidence of improve functioning in the classroom setting?	11-Yes
Has the student's academic performance improved from first quarter to third quarter?	17-Yes
Can the student identify where or to whom he/she could go to if they had a challenging situation to deal with?	18-Yes

Classroom teacher survey results	Identified for this number of students
Can you identify assets that the student has particularly strengthened during this time period?	18- Total Participants
Adult Role Models	13
Homework	13
Responsibility	10
Achievement Motivation	9
Other Adult Relationships	8
School Engagement	7
Planning and Decision Making	6

## **Other Comments**

For the nine week activity, 17 students had two or less absences. This indicates the high rate of satisfaction that the students and the parents had with the program.

Quotes from classroom teachers:

“As a bilingual student with no English support at home, this program is critical”

“This really helped A. because she was not only new to the school, but she was new to the climate, community and routine expectations of a neighborhood school.”

“J. has shown lots of improvement, plus he seems happier and more positive at school”

“Making strong, positive, independent social choices is something that J. could further build upon in the Club”

From the teacher participating in TEAMwork Club:

What do you see as the top three benefits:

School Connection Small group help Homework

According to the TEAMwork Club teacher, 17 students benefited from this opportunity.

Parents of six students returned surveys measuring their student’s participation

All the parents perceived definite improvement in their child’s confidence as a learner

All the parents said their child seems more connected to the school

## **Coordinator Addendum**

### **Brief Description**

I Coordinated the grant application, collected data, and compiled the grant report.