

LAKE OTIS ELEMENTARY

3331 Lake Otis Pkwy Anchorage, AK 99508 907742--740

Coordinator MICHAEL JONES

Phone Number (907) 742-7400

Email jones_michael@asdk12.org

Date Wednesday, October 28, 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.

Data related to the grant was collected by SDFS. News regarding the RCCP foundations course was addressed during regular staff meetings and meetings of the PTA. In addition, it will be reported in the school newsletter to parents.

Major Accomplishment

Staff from Lake Otis Elementary participated in the RCCP foundations course, offered on site. Included in the staff members that participated was the Lake Otis principal. His presence and support of this course was key in two areas: 1) the principal developed his own greater sense of the importance of SEL education in his own work with students; 2) the mere fact that the principal participated on Saturdays and evenings showed staff that this is a direction the school is moving toward — with the district.

Students Served

Elementary	435
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
- Special, one-time events (Please describe below)
- Teacher/staff training
- Special one time events: Literacy nights, math night, science night, family writing Saturday

Counseling groups

SEL Intensive / CSF

Conscious discipline

Specialized Program Use

Our school used the following specialized program(s):

- Cooperative Learning
- Red Ribbon Week
- The Great Body Shop
- Character Counts
- RCCP Curriculum
- Student Support Groups
- Kelso's Choice
- 40 Developmental Assets Framework
- Aggressors, Victims and Bystanders
- School-wide bullying effort (Olweus Model)
- Aggression Replacement Training

In addition, the school is making the transition to RTI. A group of teachers and staff has been meeting to help the school make this transition for the upcoming school year.

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

Social services providers

Joint Service Delivery, Referrals

Teacher, Staff Training

Business partners

Joint Service Delivery, Referrals

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

Staff will be trained in using the RCCP curriculum in their delivery of SEL standards to their students.

Brief Description

Lake Otis Elementary School hosted an “RCCP Foundations” class. The principal, the counselor, special education staff, and one regular classroom teacher participated in this 15-hour course, as well as staff from other schools. The SDFS mini-grant paid for two instructors, as well as “Connected and Respected” curriculum books for those Lake Otis staff members participating.

Needs Assessment

Lake Otis SCCS data

Evaluation Methods

RCCP Connected and Respected pre- and post-class inventories

Data Summary

(Insert “Pre-Test, Post-Test, and Change Scores for Lake Otis RCCP C&R Class.”)

The data from the post showed significant changes among participants in information delivery, modeling, and attitudes toward in all topic areas, using a self-rating scale of zero to four:

A. Peace and Conflict Before the course, participants’ average rating was just under .5 for offering direct instruction in peace and conflict course delivery. This compares to nearly double that for during and after the course. In contrast, participants rated just over 3 points for modeling peace and conflict skills, and about 3.25 for modeling peace and conflict concepts during and after the course.

B. Communicating Constructively Participants gave a self-rating of about .75 points for direct instruction in communication before the course and just over 1 point for after the course. This compares to modeling — 2.75 before the course and 3.25 points during and after the course.

C. Respecting Self and Others, Affirmation Skills The same trend continued in this question area. Participants reported an average of 1.25 points on the scale for offering direct instruction in the area of Respecting Self and Others. This went up to about 1.6 in the post-test. As for modeling these trait, participants reported an average score of about 3.4 in the post-test, up from 3.25 in the pre-test.

D. Handling Feelings Skillfully, Dealing with Anger Here, teachers reported a score of about 0.8 in the pre-test, addressing whether they offer direct instruction in dealing with feelings skillfully and 1.25 in the post-test. Participants reported 2.6 for modeling this trait, in the pre-test, and 2.8 in the post-test.

E. Resolving Conflict Creatively Participants reported a score of about 1.3 in the pre-test for direct instruction and just a slight increase — to 1.4 points — in the post-test. There was a large jump in the modeling area of this trait — 3.25 to 3.5 points.

F. ASD’s SEL Learning The largest change, in relation to the course, is in the area of incorporating ASD’s SEL standards into learning. Participants reported in the pre-test about .75 points for direct instruction of these standards and in the post-test about 1.6 points. This is an overall change in nearly a full point. With modeling of these standards, participants reported an average of about 2.85 points in the pre-test and 3.4 points in the post.

The overall trend illustrated in the graph shows that before the course, participants felt like they were good models of the above six topic areas or themes. The self-rating scaled showed high ratings on modeling behavior before the class, with slight increases in the modeling behaviors during and after the course. However, there is a significant change in regard to direct instruction of the six themes. The self-rating scale shows that participants are giving more time to direct instruction of these themes into their teaching time.

Other Comments

A comment that demonstrated this activity's success came from the principal, who was a course participant.

He said, "I now understand better what (the counselor) has been trying to do." Another discussion that came as a direct result of this course addressed how regular education teachers play a pivotal role in the success of RCCP as a school-wide program. A third valuable conversation that came as a direct of this course addressed the notion that the content (meat and potatoes) of "Connected and Respected" lessons can be addressed and intertwined into regular academic content, rather than always taught as an independent topic.

Although the course was at Lake Otis, only about half of the participants were from this school. Of those, only one was a regular classroom teacher. Others were: special education teachers, the counselor, and the principal. Where this could be considered a short-coming is that none of these people has very much control over the social climate in the regular classrooms in the school. However, we all work with a variety of students from all over the school. This is a positive in that we can reinforce what the classroom teachers can do, and we can plant seeds in classrooms throughout the building.