

## MEARS MIDDLE SCHOOL

2700 W 100th Ave Anchorage, AK 99515 907742--640

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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.**

Grant reporting included speaking to the SAT team, counseling office members, individual parents and students and emailed staff and community to view the results of our activity.

### **Major Accomplishment**

Mears Middle School participated in a Mix it Up Lunch in the fall. All staff and 7th grade students participated. Students were given random alphabet letters to help them locate the specific table which corresponded to their own personal letter. Staff randomly sat with students as well. Conversation starters were placed at each table to help guide the students and staff in having conversations with new people. All staff enjoyed this opportunity to meet new students and share experiences in a new setting. Most students loved the time to spend getting to know new friends. Many asked when we could this again! This was a great day for all students to get involved and move past barriers of meeting new students.

### **Students Served**

|                      |     |
|----------------------|-----|
| <b>Elementary</b>    | 0   |
| <b>Middle School</b> | 130 |
| <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
- Conflict resolution/peer mediation
- Drug prevention instruction
- Parent education/involvement
- Security equipment
- Security personnel
- 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
- Mix it Up Lunch

### **Specialized Program Use**

Our school used the following specialized program(s):

- Red Ribbon Week
- Student Support Groups
- 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
- Law enforcement officials
  - Joint Service Delivery, Referrals
  - Public Awareness Activities

## Health providers

Joint Service Delivery, Referrals

## Social services providers

Joint Service Delivery, Referrals

Public Awareness Activities

## Community-based group for drug/alcohol/tobacco

Joint Service Delivery, Referrals

## Community-based group for violence prevention

Joint Service Delivery, Referrals

## Parent group(s)

Joint Service Delivery, Referrals

Teacher, Staff Training

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

### Mentoring Program

#### Brief Description

A group of five staff members had a planning day to devise a program called the “Kids on the Moraine.” This program is a silent mentoring program where we hoped every staff member would “adopt” 6 students who they would give a bit of extra attention to at least quarterly. Many suggestions, follow-ups and ideas were given to staff to help them make connections to their students.

#### Needs Assessment

SCCS

#### Evaluation Methods

pre/post

#### Data Summary

| Question  | Pre                                 | Post                               |
|---|-------------------------------------|------------------------------------|
| Do you feel that adults at Mears care about the students? | 51 responses 4 or 5 (always)<br>81% | 35 responses 4 or 5<br>(always)73% |
| Do you feel that you could trust the adults at Mears?     | 46 responses 4 or 5<br>(always)73%  | 36 responses 4 or 5<br>(always)75% |
| Do you feel that you are an agent for positive change?    | 28 responses 4 or 5<br>(always)44%  | 24 responses 4 or 5<br>(always)50% |
| Please name three adults you have relationships with      | 8 responses of none<br>13%          | 1 response of none<br>2%           |

## Other Comments

It was very empowering to note which teachers each student felt connected to. Students were also asked how teachers can show they care and many students had some very simple, elementary ways of wanting to be acknowledged. Very useful information!

## Afterschool skill building

### Brief Description

Various staff hosted afterschool activity days. Programs included open gym, computer days, games days, craft afternoons, etc. Students stayed with staff doing the specific activity, teaching and instilling SEL skills into the activities.

| QUESTION  | PRE                                    | POST                                   |
|---|--|--|
| Do you feel that adults at Mears care about the students? | 40 responses 4 or 5 (always)<br>95%    | 34 responses 4 or 5 (always)<br>92%    |
| Do you feel that you could trust the adults at Mears?     | 39 responses 4 or 5<br>(always)<br>93% | 34 responses 4 or 5<br>(always)<br>92% |
| Do you feel that you are an agent for positive change?    | 31 responses 4 or 5<br>(always)<br>74% | 33 responses 4 or 5<br>(always)<br>89% |

### Needs

### Assessment

SCCS

### Evaluation Methods

Pre/post

### Data Summary

### Other Comments

Students loved the opportunity to spend non-academic time with their teachers. It was a great way for the staff and students to build relationships in a non-threatening environment. Students asked and hoped for more activities of this nature.