

NORTHWOOD ELEMENTARY
4807 Northwood Dr Anchorage, AK 99517 907742-6800

Coordinator KENDRA BESH
Phone Number (907) 742-5560
Email Besh_Kendra@asdk12.org
Date Thursday, October 29, 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.

We reported the results in our school newsletter included in a descriptive article about our school-wide climate goals. Results were also shared at end-of-year Northwood Staff and PTA meetings.

Major Accomplishment

This year our whole school focused on peace and anti-racism for the month of April. During this month lessons were taught on peaceful resolution, using Kelso's Choices, mediating conflicts, and the general meaning of peace within yourself and your community. Teachers tied the theme into reading, writing, art, and music activities. In addition, the student council hosted a concentrated week of activities and spirit days focused on this topic culminating with a daytime assembly and an evening talent show. Each student was involved in at least one activity through out the week and several were given the opportunity to read their "peace" writings and poems over the intercom. Staff and students really enjoyed the activities and have requested that we host this week in the fall next year to kick off our Respected and Connected Lessons through out the building.

Students Served

Elementary	350
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
- Alternative education programs
- Community service projects
- Conflict resolution/peer mediation
- Curriculum acquisition or development
- 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
- None

Specialized Program Use

Our school used the following specialized program(s):

- Cooperative Learning
- Peer helpers (e.g. Natural Helpers)
- Red Ribbon Week
- The Great Body Shop
- RCCP Curriculum
- RCCP Peer Mediation
- Kelso's Choice
- 40 Developmental Assets Framework
- Aggression Replacement Training
- 1. Cool Cat: Anger management program for Elementary Students
- 2. YWCA's Girl's Circle Curriculum

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

Public Awareness Activities

Law enforcement officials

Joint Service Delivery, Referrals

Health providers

Joint Service Delivery, Referrals

Social services providers

Joint Service Delivery, Referrals

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

Connected and Respected Extension Class for Staff

Brief Description

A class was developed and facilitated for staff to help cultivate positive communication and cooperation through fun team building and wellness activities. Staff involved in the class also developed plans for increasing cooperation and respect among students and staff. These plans are to be implemented next year. Our school is really focusing on Social and Emotional Learning and feels that staff need to be connecting positively before we can model that to our students effectively.

Needs Assessment

annual school report card

verbal pre-assessment

SCCS

Evaluation Methods

pre and post tests for teachers taking the credit course.

Data Summary

School: Northwood		Coordinator Name: Kendra Besh	
Activity: Peer Mediation		Number of Students:	
Questions	Pre	Post	Difference/Improvement
1. Staff members have opportunities to develop positive communication skills with one another at school.	29	38	9/23%
2. Staff feel safe to share their ideas and student concerns with one another.	31	38	7/18%
3. Staff have opportunities to practice cooperation and teamwork skills with one another as a group.	28	35	7/20%
4. Staff feel they have the skills and knowledge they need to facilitate improvements in school climate.	29	38	9/23%
5. Staff model respectful communication and pro-social skills for our students.	31	38	7/18%

After having completed the Staff Connected/Respected and Wellness Class the following conclusions were made:

Staff members felt there was a 23% increase in the opportunities they had to develop positive communication

skills with one another at school.

Staff members reported feeling 18.4% safer to share ideas and student concerns with one another.

Staff reported having 20% more opportunities to practice cooperation and teamwork skills.

Staff feel they have gained 23% more knowledge of how to facilitate improvements in school climate.

Staff feel they are 18.4% more likely to model respectful communication and pro-social skills for our students.

Other Comments

The Staff Connected/Respected and Wellness Class showed improvements in staff communication, pro-social skills, teamwork and cooperation by 18-23% in all areas of the survey. After conducting our pre and post tests it was obvious to see how valuable it is to provide these fun cooperative and wellness minded opportunities among our staff. Activities such as those in the class create opportunities among staff to communicate, bond, and build the trusting relationships needed to provide SEL support to our school community as a whole.

Coordinator Addendum

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Needs Assessment

annual school report card

SCCS

Evaluation Methods

pre and post activity surveys

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