

ORION ELEMENTARY

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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.

Over the past several years, Orion's SCCS data in the construct of Caring Adults has been lower than that of other elementary schools and the district. Although it has increased each year, it remains below the standards this year, as well. An increase of just 1% would enable Orion to surpass both the elementary and district ratings. This is the main goal of this mini grant.

Major Accomplishment

This year we implemented RCCP club. It had a drastic impact on students through various methods of contacts, support, and communication. Students met with the meeting leader and learned communication skills, de-escalation techniques, and resistance skills related to behavior. These skill building sessions had a positive effect on our school as a whole, especially those students who participated directly. Behavior issues decreased and students were able to achieve further in academics due to the skills they had learned.

Students Served

Elementary	455
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
- 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

Specialized Program Use

Our school used the following specialized program(s):

- Cooperative Learning
- Red Ribbon Week
- The Great Body Shop
- RCCP Curriculum
- Student Support Groups
- RCCP Peer Mediation
- Kelso's Choice
- 40 Developmental Assets Framework
- Aggression Replacement Training

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
Health providers
Joint Service Delivery, Referrals
Social services providers
Joint Service Delivery, Referrals
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

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

Orion School Wide Reading Incentive

Brief Description

Students at Orion participated in a school wide reading incentive. They were assigned a country and read in the Reading Olympics during this year's Olympic games. Students were engaged in this activity, as interest was drawn from the real Olympic games. They competed as classroom countries, and individually competed in three groups: kindergarten, primary (1-3), and intermediate (4-6). The overall school winners for intermediate and primary were awarded a pizza party for their success.

Needs Assessment

pre-assessment
SCCS

Evaluation Methods

post-assessment

Data Summary

Orion has 455 students enrolled. A total of 55% of the school participated in the reading incentive. The school was divided into three sections to measure participation. In the Kindergarten section, 64% participated. 63% of primary classes participated and 51% of intermediate classes participated. The whole school was surveyed within the three sections. Overall, there was a 26% increase in all who participated in understanding what a goal is. There was an increase of 13% of participating students who students knew at least three steps to follow to achieve goals in the post assessment. Of the participating students, there was a 50% increase in the understanding of what long term and short term goals are.

Other Comments

SEL Resolving Conflicts Creatively Program Club

Brief Description

The RCCP Club was created to enhance the social emotional awareness at Orion. The benefits that our students received from this club include: violence prevention, creating a caring and peaceable community of learning that improves overall academic success.

Needs Assessment

school wide referral data
SCCS

Evaluation Methods

school wide referral data

Data Summary

There were three intermediate classes that did not participate in RCCP classes during this school year. These classes handed out 33 referrals to date. The three intermediate classes that did participate in RCCP classes

handed out 14 referrals throughout this year. 22 additional referrals were handed out to the primary grades, none of which participated in RCCP classes. From this data we see that 30% of the 47 intermediate grade level referrals were from the classes that did participate in RCCP classes, and 70% of the 47 intermediate referrals were handed out to students who had not received the formal RCCP classes. RCCP reduced the number of referrals handed out to students by 40%.

Other Comments

SEL Science Connections

Brief Description

The Science Connections skill building sessions encouraged cooperation and building relationships between students through a common interest in science. Students worked cooperatively to develop and implement science experiments while staying focused on listening skills.

Needs Assessment

pre-assessment

SCCS

Evaluation Methods

post-assessment

Data Summary

At the start of the Science Connections meetings, only 63% of students felt proud of themselves relating to school and academic achievement. The post survey results show an increase of 12% in this area. Question #2 stated "Science activities make school a positive place to be" There was a 12% increase in this opinion. 50% of students improved their opinion of "I work hard to make school a comfortable and enjoyable place to be.", in question #3. Students opinion of "Learning science makes me happy." also increased 12%.

Other Comments

Grant Technician

Brief Description

Plan and implement all activities surrounding the SDFS Grant to include: preparing pre/post assessments, organizing events, scheduling meetings, and recruiting additional support when needed.

Needs Assessment

SCCS

Evaluation Methods

SCCS

Data Summary

This year was extremely challenging, as teachers are not accustomed to having to produce as much information about their activity. Several teachers provided me with little or no data pertaining to my pre-assessment. Some didn't administer the assessments, and others only administered one. I worked with each teacher who was lacking in these areas to try to get an accurate reading of the activities to show the growth that was achieved. I hope it is satisfactory for your purposes.

Other Comments

SEL Journalism Skill Building Classes

Brief Description

Through the Journalism Club, Orion's students had the opportunity to work cooperatively to publish our yearbook and newsletters for students, families, and staff. Students were involved in all phases of the journalistic process including: planning, photography, writing, and meeting deadlines while focusing on positive character traits and a strong work ethic.

Needs Assessment

pre-assessment

SCCS

Evaluation Methods

post-assessment

Data Summary

Students were surveyed at the beginning and end of this activity. Question #2 was, "I understand the power of words, and respect the rules surrounding paper writing." Student response increased from 37.5% stating yes in the pre activity survey to 62.5% stating yes in the post activity survey. That is an increase of 25%. Question #4 stated, ". I know why writers set goals and have deadlines." Student response increased from 50% to 100% after completing this activity. In question #5, students were asked to list examples of goals a writer may have. The pre activity survey showed that 33% of students who participated could list three writing goals. The post activity survey showed that 75% of students who participated could list three writing goals. This is an increase of 42%.

Other Comments

SEL Strategic Thinking Skill Building Classes

Brief Description

Students participated in weekly meeting after school playing chess. They were given an introduction to the game, and engaged in practice matches that led up to the Orion Chess Tournament. The top three places were recognized and awarded chess trophies for their efforts. These skill building sessions taught students strategic thinking skills, camaraderie, and problem solving strategies.

Needs Assessment

pre-assessment
SCCS

Evaluation Methods

post-assessment

Data Summary

Only 25% of students who joined the Chess Skill Building club had experience playing chess. Question #2 on the survey states, "Once I set a goal, I don't give up until I achieve it." 75% of students stated this was true in the pre assessment. 100% stated this to be true in the post survey. This is an increase of 25%. Only 50% stated that questions #3 "Whenever I set goals, I always try my best to achieve these goals.", was true in the pre assessment. 88% reported this to be true in the post assessment. This is an increase of 38%.

Other Comments