

SPRING HILL ELEMENTARY

9911 Lake Otis Pkwy Anchorage, AK 99507 907742-5450

Coordinator KIMBERLY DUKE

Phone Number (907) 742-5450

Email duke_kimberly@asdk12.org

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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.

The results of the grant activity were discussed with the teachers and principal at the school and with parents of students who attended.

Major Accomplishment

The approach I consider to be exemplary is the attention paid to the group of students who expressed such a desire to participate in this activity. The students in question lobbied hard to get the group together, and cheered and hugged each other when the permission slips were handed out. Their teachers were so supportive, as was the principal, and helped it all come together successfully. We even had support from the PTA, contributing snacks and supplies when we ran out.

Students Served

Elementary	45
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

Parent education/involvement

Student support services (e.g., student assistance programs, counseling, mentoring, identification and referral)

Specialized Program Use

Our school used the following specialized program(s):

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

RCCP Curriculum

Kelso's Choice

40 Developmental Assets Framework

Aggressors, Victims and Bystanders

Coordination

Our school's drug and violence prevention program coordinates with the following other agencies and organizations for the services indicated:

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

Coordinator Addendum

Brief Description

The project / activity was a mini Girls' Circle support group for 5th grade girls. The group utilized the Girls

Circle research-based curricula designed to motivate girls to become resilient, self-aware, accept their strengths, achieve a sense of belonging, develop a sense of power, improve their communication skills and learn to recognize healthy relationships. We met 8 times over the course of two weeks (longer than planned, at the girls' request), which proved to be essential in maintaining a sense of continuity in the themes of the group.

Needs Assessment

SCCS Pre-Assessment Questionnaire
Cooperative Listening Group Exercise

Evaluation Methods

Post-Assessment Questionnaire
Cooperative Listening Group Exercise test

Data Summary

The FIRST pre/post assessment tool for the group was a 5-question survey completed anonymously by group participants. 9 of 10 participants correctly completed the pre-test, and 8 of 10 participants correctly completed the post-test. Here are the results:

On the pre-test, eight of nine students, or 88%, stated it was always important for them to notice how another person was feeling. That percentage did not change on the post-test.

The second question, "When I am working in a group my opinion is more important than the opinion of other students", showed a net 11% increase in the positive answers of 'never' and 'sometimes', and a net decrease of 9% in the negative answers of 'often', and 'always'.

SURVEY NEVER SOMETIMES OFTEN ALWAYS Pre-test 44% (4) 33% (3) 0% 22% (2) Post-test 50% (4) 38% (3) 13% (1) 0%

The group showed a 22% increase in positive feelings towards working together as a group. When asked if working well together would help them succeed, the percentage choosing "YES" rose from 66% (or 6) to 88% (or 7). The percentage of students choosing "I'M NOT SURE" went from 33% to 13%. No students choose "NO" on the pre or post-test.

There was very little statistical difference in the students choosing "YES" or "I'M NOT SURE" when asked if they were good listeners and could follow directions carefully.

For the last question students were asked how often they gave each other put-ups; there was a slight loss (approx. 11%) of positive choices in the group:

SURVEY NEVER SOMETIMES OFTEN ALWAYS Pre-test 0 0 55% (5) 44% (4) Post-test 0 12% (1) 63% (5) 25% (2)

The SECOND pre-post evaluation was a Cooperative Listening Group Exercise that was modified (due to limited adult facilitator participation and absence of some group members) from the original proposal.

Students were given a project to assemble with limited time: they had to elect an instructor, work together to assemble a project, while (hopefully) listening to each other and compromising. Since most of the assessment was subjective and hard to quantify, the assessor estimated the percentage of completion each group made on their projects:

ASSESSMENT TASK GROUP 1 GROUP 2 Pre-test Completion 45% 25% Post test Completion 75% 35% % CHANGE 30% improved 10% improved

Other Comments

After the Girls Circle group was finished, I used some of the 'lessons learned' in a full classroom guidance lesson. 5th grade boys had been asking me before, during and after the group for something focused on 'the boys', which prompted me to share the lessons with the full class. I look forward to organizing a similar group for boys next year, as they seemed to be feeling quite neglected! We also had many comments from teachers who saw the girls in the group after school, sharing that they seemed to be enjoying the experience so much.

Problem Solving Group

Brief Description

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Cooperative Listening Group Exercise

Evaluation Methods

Post-Assessment Questionnaire
Cooperative Listening Group Exercise test

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