

WENDLER MIDDLE SCHOOL

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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.

School email and paper newsletters describing the new format for ISS: Intervention Through Strategies and Support Parents of students in ISS all signed the agreement describing ISS and agreeing to the interventions and participation.

Major Accomplishment

We radically changed the format of In School Suspension as a dumping ground for behavior issues to sit and do study hall day to structured intervention program focused on Social Emotional Learning. Students still have some time for work completion (1 to 2 hours) but most time is spent following curriculum in three areas: 1. Ripple Effects computer based program 2. Aggressor, Victim, Bystander review lessons 3. SEL skill building learner packets

Students also completed the worksheet What I did/Learned/Will Do Next Time; Summary of Action Plan; and self-selected interventions pulled from the Behavior Intervention Manual.

Students Served

Elementary	0
Middle School	176
High School	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
- Curriculum acquisition or development
- Drug prevention instruction
- Parent education/involvement
- 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
- Multi-Cultural Diversity Assembly and family potluck

Specialized Program Use

Our school used the following specialized program(s):

- Life Skills Training
- 40 Developmental Assets Framework
- Aggressors, Victims and Bystanders
- Ripple Effect behavior intervention program
- Social Emotional Learning Skill building packets

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
- Teacher, Staff Training

Law enforcement officials

Joint Service Delivery, Referrals

Public Awareness Activities

Health providers

Joint Service Delivery, Referrals

Public Awareness Activities

Social services providers

Joint Service Delivery, Referrals

Community-based group for violence prevention

Joint Service Delivery, Referrals

Parent group(s)

Teacher, Staff Training

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

Develop and employ a comprehensive intervention program in response to discipline issues using "Practical Student Management and Motivational Tools" from Advantage press.

Brief Description

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Needs Assessment

School suspension data

SCCS

Evaluation Methods

Recidivism ISS report comparing semesters this year following implementation of the new format

Staff interviews

Data Summary

Wendler Middle School ISS	Number in ISS for repeat offenses 2nd semester, 2010	Number in ISS for repeat offenses second semester, 2009	Difference from last year	% Change
7 th Grade	6	10	-4	40 % decrease
8 th Grade	10	5	+5	50% increase

Wendler Middle School: ISS	Number in ISS for repeat offenses second semester, 2009-2010	Number in ISS for repeat offenses first semester, 2009-2010 (no program)	Difference from last year	% Change
7 th Grade	6	1	+5	
8 th Grade	10	17	-7	42 % decrease

The program was instituted 2nd semester following receipt of the new materials, redesign of the ISS program, and training to staff serving in ISS. As this program targets certain behaviors the recidivism report specifically looked at students repeating ISS for the same behavior.

During semester one we had 17 8th graders in for repeat offenses. Second semester, on implementation of the program, we only had 10 8th grade in for repeat offenses, a 42% decline in repeat behaviors. As 7th grade only had 1 student repeat an offense 1st semester and 6 repeat an offense second semester the data is too small of a pool for comparison.

During second semester of 2009, last year, there were 10 7th grade students in for repeat offenses. This year only six students in for repeat offenses, a 40% decline in repeat offenses.

Other Comments

Wendler's assistant principal reports very positive comments from parents when they sign the new ISS agreement. Many express thanks the students have something tangible to work on. The ISS teacher reports the varied curriculum and multiple components to the day keeps students engaged and, thus, may be a factor in less behavior challenges in ISS than when students simply sat quietly completing school work all day.

Coordinate SDFS Grant.

Brief Description

Coordinate and complete the SDFS minigrant.

Needs Assessment

School suspension data

School Climate and Connectedness Survey

Evaluation Methods

Completion of all reports

Data Summary

Grant summary and activity reports submitted on deadline.

Other Comments

The new ISS program developed through SDFS minigrant funds proved very successful as supported by anecdotal and outcome data.