



# Norfolk Public Schools

NATIONALLY RECOGNIZED. GLOBALLY COMPETITIVE.

August 4, 2008

Dr. Mark E. Emblidge, President  
Board of Education  
413 Stuart Circle, Suite 130  
Richmond, Virginia 23220

Dear Dr. Emblidge:

Norfolk Public Schools certainly appreciates the General Assembly and the Board of Education's support for Project WORD. The two-pronged initiative focused on increasing student attendance and improving academic performance while reducing the dropout rate and disciplinary incidents through the Truancy Assessment Center (TAC) and the RALLY Program. Some of the results are based on preliminary data, but the initial reports are very promising. We remain excited about the possibilities for continued success during the 2008-2009 school year.

Although Project WORD did not meet all the program objectives, it did post some significant achievements which in the future may be modeled throughout the state. High school and middle school attendance rates increased. Disciplinary incidents across the district decreased by 1,173. Middle school disciplinary incidents declined by 3,777 and elementary disciplinary incidents were reduced by 53.

Some of the most notable gains occurred at Blair Middle School through the RALLY Program. The average daily attendance increased from 91.7% to 93.7%. Disciplinary infractions were almost cut in half declining from 2,867 to 1,579. Law violations declined 62% from 72 to 27.

Both the Truancy Assessment Center and the RALLY Program have produced measurable gains and offer great promise. The Truancy Assessment Center will be funded for the 2008-2009 school year through a partnership between the city and the school district. We have applied for a U. S. Department of Education grant to continue the RALLY Program at Blair and possibly extend it to other middle schools.

Attached is the program evaluation. If I can be of additional assistance, please feel free to contact me. Again, thank you for your continued support.

Sincerely,

Stephen C. Jones  
Superintendent of Schools

# Project WORD

## Introduction:

Norfolk Public Schools (NPS) is an urban school district that serves the educational needs of over 36,000 students. Norfolk has **a poverty rating of almost 28% based on the 2000 Census and currently 64% of our students qualify for free or reduced meals.** Despite these troubling demographics and limited resources, Norfolk was one of the five finalists in the Broad Foundation's Prize for Urban Education for three years in a row. In 2005, NPS earned the Broad Prize as the nation's outstanding urban school district. The foundation praised Norfolk for **"making the greatest overall improvement in student achievement while reducing achievement gaps across ethnic and income groups."**

NPS continues to make significant improvements in student achievement, narrowing the achievement gap, attendance and school climate. These successes have been documented in national, state and local publications including *The American School Board Journal*, *The Chicago Tribune*, *The Virginia English Bulletin*, *The Crucial Link*, *The Richmond Times Dispatch* and *The Virginian-Pilot*.

## Need for Project:

Despite the gains, Norfolk still looks at achieving accreditation and narrowing the achievement gap as **the floor rather than the ceiling.** Virginia's accreditation standards require only a 70% pass rate on the Standards of Learning (SOL) indicators. NPS, its school board, its superintendent and its entire school community hold themselves accountable to a higher standard. Our expectation of success is for all of our students, not just 70%. **Just as the NPS School Board goal states, "ALL means ALL," the school district also believes that "No Child Left Behind" means "NO CHILD LEFT BEHIND."**

In analyzing the district's progress, many gaps in the delivery of services still remain. A close examination of the 2006-07 dropout percentage report revealed a combined dropout rate of 6.07% for the high schools and 1.93% for the middle schools. Although the high school and middle schools all recorded an average daily attendance of over 90%, studying the data more closely revealed that between 40% and 54% of the students in each of our high schools missed 10 or more school days in the past year. In the middle schools, the percentages of students who missed 10 or more days were between 30% and 49%.

Many of the absences are a result of out of school suspensions. The number of suspensions in the high schools increased by 522 between 2004-05 and 2005-06. The number of out of school suspensions increased in four of the eight middle schools. Especially troubling about the suspension rates is the dramatic increase in out of school suspensions as our elementary students transition to middle school. The effect of these absences and suspensions on academic achievement, as measured in the classroom and on the Standards of Learning assessments, is cause for great concern.

## **Program Design:**

With an emphasis on being proactive rather than reactive, Norfolk Public Schools crafted its two-pronged Project WORD proposal to address all of the above stated needs and concerns. The first phase, the Truancy Assessment Center, focuses on a district-wide plan to improve student attendance while the second phase, the RALLY Model, centers on character education and improving student resiliency and competence. This second phase specifically targets the sixth grade population of Blair Middle School. An overview of both components follows:

### **Truancy Assessment Center (TAC)**

Norfolk Public Schools, the Norfolk Police Department, the Community Services Board, the Juvenile Court Services Unit and the Department of Human Service partnered to establish the Truancy Assessment Center (TAC) in an effort to emphasize to students, parents and guardians the importance of daily school attendance. The center is located at 201 E. Little Creek Road in Norfolk, VA and is open each school day from 8:30 a.m. until 4:00 p.m.

Students found in violation of the truancy policy were escorted to the TAC by the Norfolk Police Department. A Community Services Board staff member will conduct an assessment with the child to determine why the child is truant. Parents/guardians were contacted regarding their child's truancy infraction and were required to pick up their child immediately from the TAC. An assessment was conducted with the parent and student to determine what solutions are needed to improve daily attendance. Each school appointed a designee to communicate with the TAC. This staff member continued to hold truant students and their parents/guardians accountable to the Compulsory Attendance Law. Students and parents in violation were referred to Truancy Court.

### **RALLY Model Pilot Program at Blair Middle School**

Project WORD piloted The Responsive Advocacy for Life and Learning in Youth (RALLY) Model at Blair Middle School. The model was founded in 1994 by a Harvard professor investigating the integration of educational practice and mental health services. Currently programs operating in Boston have produced remarkable results including **75% of RALLY students have improved their school attendance rates and 50% have increased in cognitive development.** At the core of the model is the idea of providing interventions and support in a "push in" rather than routinely removing students from the classroom setting to provide services.

Another basic premise of the RALLY model is all students need some support during the adolescent years. RALLY provides three specific tiers of student support including Inclusive Prevention, Targeted Prevention and High Intensity Prevention & Intervention. All adolescents have a desire for strong relationships with adults and peers. The RALLY model provides that opportunity for all students, not just those with the highest needs, to receive direct academic and social support while remaining in the classroom. By building adult relationships, **the RALLY model increases students' resilience and competence.**

### RALLY's Three Tiers of Support

<p><b><u>Tier 3:</u></b>  <b>Inclusive Prevention</b></p>	<p><b><u>Tier 2:</u></b>  <b>Targeted Prevention</b></p>	<p><b><u>Tier 1:</u></b>  <b>High Intensity Prevention &amp; Intervention</b></p>
<p><b><u>Population:</u></b></p> <p>All students assigned</p>	<p><b><u>Population:</u></b></p> <p>Students showing early signs of risk</p>	<p><b><u>Population:</u></b></p> <p>Students who are selected due to their high-risk for delinquent behaviors, mental health concerns, school failure and/or potential dropouts</p>
<p><b><u>Activities:</u></b></p> <ul style="list-style-type: none"> <li>• Classroom presentations</li> <li>• Crisis Intervention</li> <li>• Periodic Check-ins</li> <li>• Scanning</li> <li>• Teacher Consultations</li> <li>• Referrals</li> </ul>	<p><b><u>Activities:</u></b></p> <ul style="list-style-type: none"> <li>• After school programming and referrals</li> <li>• Classroom assistance</li> <li>• Regular check-ins</li> <li>• Support and topical groups</li> <li>• All of the activities provided in inclusive prevention</li> </ul>	<p><b><u>Activities:</u></b></p> <ul style="list-style-type: none"> <li>• One on one mentoring and relationship building</li> <li>• One on one academic support</li> <li>• Individual meetings</li> <li>• Parent and Family outreach</li> <li>• All of the activities provided in inclusive prevention and targeted prevention</li> </ul>

**Program Objectives:**

*The success of Project WORD was measured by the following district-wide and school-specific objectives:*

**Objective #1:** *There will be a reduction in the district-wide dropout rate, compared to the 2006-07 data, as evidenced by state dropout reports.*

**Objective #2:** *There will be a reduction in the district-wide disciplinary infractions involving attendance, compared to the 2006-07 data, as evidenced by district disciplinary data.*

**Objective #3:** *There will be a district-wide increase in student attendance, compared to 2006-07 baseline data, evidenced by school district and state attendance data.*

**Objective #4:** *There will be a district-wide reduction in the percentage of students who miss 10 or more days of school, compared to 2006-07 baseline data, evidenced by school district and state attendance data.*

**Objective #5:** *There will be a district-wide increase in the high school graduation rate, compared to 2006-07 baseline data, evidenced by the state report card data.*

**Objective #6:** *There will be a district-wide increase in the percentage of students passing the four basic content areas Virginia Standards of Learning tests, compared to the 2006-07 baseline data, as evidenced by the state report card data.*

**Objective #7:** *There will be a 5% increase in the percentage of Blair students passing the four basic content area Virginia Standards of Learning tests, compared to the 2006-07 baseline date, as evidenced by the state report card data.*

**Objective #8:** *There will be a 5% reduction in the disciplinary infractions at Blair, compared to the 2006-07 data, as evidenced by school disciplinary data.*

**Objective #9:** *There will be an increase in student attendance at Blair, compared to 2006-07 baseline data, evidenced by school and state attendance data.*

**Objective #10:** *There will be a 5% reduction in the percentage of students who miss 10 or more days of school at Blair, compared to 2006-07 baseline data, evidenced by school and state attendance data.*

## **Program Evaluation:**

The evaluation measured process, output and outcome objectives. These three levels of evaluation were used to provide ongoing feedback about program improvement and determine the effectiveness of the program in meeting its stated goals. Each of the objectives supporting the goals of the Project WORD proposal contributes materially to the development of the vision of student learning as the purpose of schools and each supports the ability of teachers to enhance student achievement through improved professional performance.

Since the overriding purpose of all the proposed objectives is to improve student learning, **the evaluation of Project WORD emphasized incremental but steady annual increases in student test scores and increases in the number of schools reaching the Virginia Standards of Accreditation.** This data is collected annually by the state and distributed to LEAs. NPS and our community partners also will participate in any additional evaluation conducted by or for the Virginia Department of Education or the Virginia Secretary of Education.

Although Project WORD did not meet all program objectives, it did post some significant achievements. Across the district, high school and middle school attendance rates increased. Overall **disciplinary incidents decreased by 1,173. Middle school disciplinary incidents declined by 3,777 and elementary school disciplinary incidents were reduced by fifty-three.**

The most notable gains involved the objectives which focused on Blair Middle School's attendance rates and disciplinary infractions. Blair Middle School's **Average Daily Attendance increased from 91.7% in 2006-2007 to 93.7% in 2007-2008. Disciplinary Infractions at Blair Middle School were almost cut in half declining from 2,867 in 2006-2007 to 1,579 in 2007-2008. Law Violations declined 62% from 72 in 2006-2007 to 27 in 2007-2008.**

Preliminary data shows district-wide gains in accreditation status with **44 out of 49 schools gaining full accreditation status.** Elementary school math and science SOL scores improved across the district. Middle school students experienced improved SOL performance in English, math and science. **Middle school math scores rose 8 percentage points** compared to 2006-2007.

At Blair, **7<sup>th</sup> grade English scores rose almost 13 points from 72.4% to 85%.** The gains were significant across all ethnic groups. **African American 7<sup>th</sup> grade English test scores increased by nearly 15 points and white 7<sup>th</sup> grade English scores improved by over 7 percentage points from 86.7% to 94.3%.** In math SOL scores, 7<sup>th</sup> graders improved 20 points. **African American 7<sup>th</sup> grade math test scores increased by nearly 25 points and white 7<sup>th</sup> grade English scores improved by almost 10 points** from 71.7% to 81.2%.

The status of the 10 program objectives will be individually assessed in detail on the following pages:

**Program Objectives:**

**Objective #1: There will be a reduction in the district-wide dropout rate, compared to the 2006-07 data, as evidenced by state dropout reports.**

The measurement of this program objective is a comparison between the 2006-2007 dropout rate and the 2007-2008 dropout rate. Only three of the district's secondary schools – Norview High School, Lake Taylor Middle School and Northside Middle School - achieved this objective. Ghent Middle and Meadowbrook Middle posted a 0% dropout rate for both 2006-2007 and 2007-2008. This measurement is based on preliminary/uncertified data. When this data is further analyzed and certified, it will be forwarded to the Virginia Department of Education.

The Truancy Assessment center (TAC) was specifically created to address the district's concern regarding the dropout rate. It is difficult to assess the level of its success after just its inaugural year. Norfolk will use local funding to continue to support the TAC for the 2008-2009 school year. A detailed accounting of the program's work is included in the appendix to this report. A chart detailing the measurements of this objective compared to the baseline data of 2006-2007 follows:

***2007-2008 Membership and Dropout Rate Compared to 2006-2007***

School	Fall Membership		Number of Dropouts		Dropout Rate	
	2006-2007	2007-2008	2006-2007	2007-2008	2006-2007	2007-2008
Maury High	1988	2,041	28	164*	1.41%	8.04%*
Norview High	1914	1,894	83	81*	4.34%	4.28%*
B. T. Washington High	1409	1,479	50	121*	3.55%	8.18%*
Lake Taylor High	1543	1,558	108	157*	7.00%	10.08%*
Granby High	2275	2,252	127	155*	5.58%	6.88%*
Blair Middle	725	665	8	15*	1.10%	2.26%*
Meadowbrook Middle	198	195	0	0*	0.00%	0.00%*
Lafayette-Winona Middle	618	574	5	14*	0.81%	2.44%*
Norview Middle	800	681	2	9*	0.25%	1.32%*
Ruffner Middle	604	541	13	18*	2.15%	3.33%*
Northside Middle	641	669	13	10*	2.03%	1.49%*
Azalea Middle	584	578	5	10*	0.86%	1.73%*
Lake Taylor Middle	685	564	5	4*	0.73%	.71%*
Rosemont Middle	438	391	6	12*	1.37%	3.07%*
Ghent Middle	52	89	0	0*	0.00%	0.00%*
<b>Division</b>	<b>14,474</b>	<b>14,171</b>	<b>453</b>	<b>770*</b>	<b>3.13%</b>	<b>5.43%*</b>

\* Raw/uncertified data. When this data is certified, it will be forwarded to the Virginia Department of Education.

***Objective #2: There will be a reduction in the district-wide disciplinary infractions involving attendance, compared to the 2006-07 data, as evidenced by district disciplinary data.***

***This objective was achieved.***

Overall disciplinary incidents **decreased by 1,173** in Norfolk Public Schools. **Middle school disciplinary incidents declined by 3,777 and elementary school disciplinary incidents were reduced by 53.** Despite the solid results in elementary schools and the stunning success in the middle schools, there is concern regarding the increase in disciplinary incidences in our high schools. Focus on this area will increase during the 2008-2009 school year through the five-year Smaller learning Communities Grant from the U. S. Department of Education.

School administrators credit the services supplied by the TAC in contributing to the decline in disciplinary incidences. A detailed accounting of the TAC’s work is included in the appendices. Also, school officials believe that the RALLY Program at Blair Middle School contributed to the radical decline in disciplinary incidents in the school. A complete discussion of the effect the RALLY Program had on the student body at Blair Middle School is included under the analysis of Objective #8 and in the appendices. A chart detailing the measurements of this objective follows:

***2007-2008 Disciplinary Infractions Compared to 2006-2007***

School Level	Disciplinary Infractions	
	2006-2007	2007-2008
Elementary Schools	4,849	4,796
Middle Schools	17,927	14,150
High Schools	13,897	16,554
<b>Division</b>	<b>36,673</b>	<b>35,500</b>

***Objective #3: There will be a district-wide increase in student attendance, compared to 2006-07 baseline data, evidenced by school district and state attendance data.***

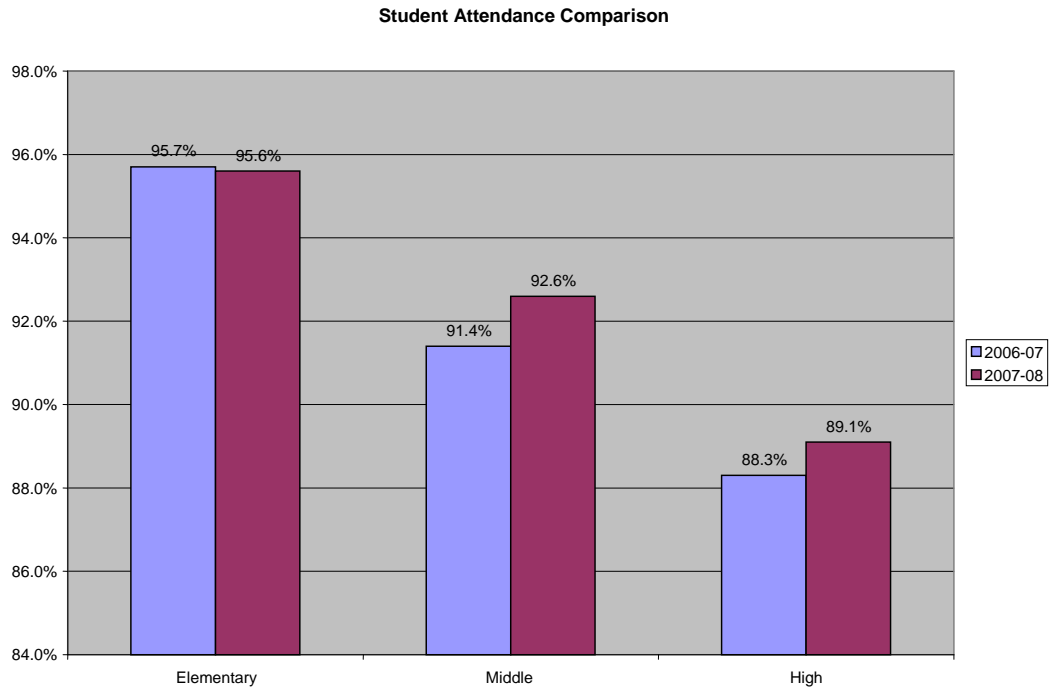
***This objective was achieved.***

Across the district, high school and middle school attendance rates increased. The elementary school attendance rate - which was almost at 96% - declined by one tenth of one percentage point. The attendance data for Blair Middle School is discussed in detail under Objective #9. High school and middle school administrators credit TAC for contributing to the increased attendance rates. The TAC’s services are discussed in detail in the appendices. A chart detailing the measurements of this objective follows:



**2007-2008 Attendance Compared to 2006-2007 Attendance**

School Level	Attendance Percentage	
	2006-2007	2007-2008
Elementary Schools	95.7%	95.6%
Middle Schools	91.7%	92.6%
High Schools	88.3%	89.1%



***Objective #4: There will be a district-wide reduction in the percentage of students who miss 10 or more days of school, compared to 2006-07 baseline data, evidenced by school district and state attendance data.***

***This objective was achieved.***

District-wide data shows a decline in the number of students who missed 10 or more days of 519 during the 2007-2008 school year. The percentage of these students dropped by .7 percentage points from 30.5% to 29.8%. Although the number of elementary students who missed 10 days or more increased by 44, the high school and middle school numbers declined by 90 and 749 respectively. Administrators and teachers credit the Truancy Assessment Center for contributing to the decline.

A chart detailing the measurements of this objective follows:

**2007-2008 Percentage of Students Absent 10 or More Days Compared to 2006-2007**

School Level	Students Absent 10 or More Days		Percentage	
	2006-2007	2007-2008	2006-2007	2007-2008
Elementary Schools	3,860	3,904	20.4%	20.8%
Middle Schools	3,330	2,581	35.3%	32.3%
High Schools	4,557	4,467	45.7%	44.6%
<b>Division</b>	<b>11,511</b>	<b>10,952</b>	<b>30.5%</b>	<b>29.8%</b>

***Objective #5: There will be a district-wide increase in the high school graduation rate, compared to 2006-07 baseline data, evidenced by the state report card data.***

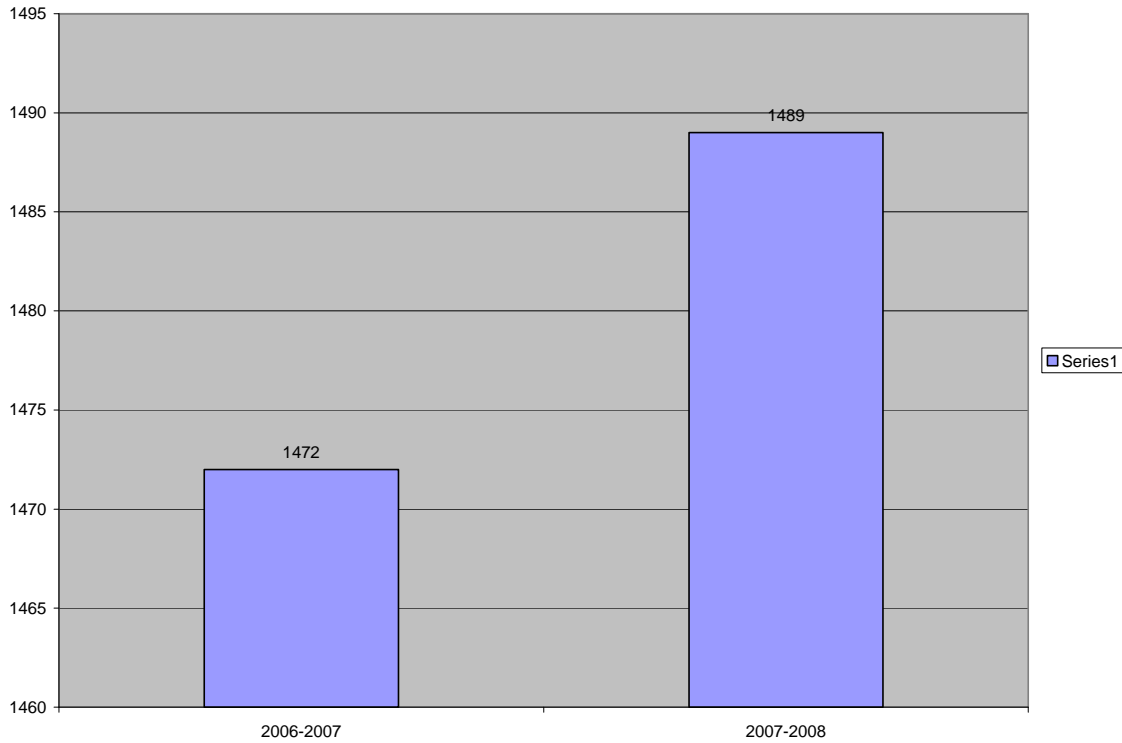
The data to evaluate this objective is not currently available. It should be available by the beginning of September when the summer school numbers are available. There is also difficulty in assessing this objective due to the state’s new method of determining graduation rate. However, without the summer school results, the raw data (number of diplomas distributed during the 2007-2008 school year) available does show that 1,489 students received diplomas in 2007-2008 as compared 1,472, a net increase of 17 students.

A chart detailing the measurements of this objective in 2006-2007 and a graph outlining the number of 2008 graduates as compared to 2007 graduates follows:

**2007-2008 Graduation Rate Compared to 2006-2007 Graduation Rate**

School	Graduation Rate	
	2006-2007	2007-2008
Maury High	81.30%	N/A
Granby High	77.55%	N/A
B. T. Washington High	71.50%	N/A
Lake Taylor High	76.00%	N/A
Norview High	77.40%	N/A

**2007-2008 Graduates as Compared to 2006-2007 Graduates**



***Objective #6:*** *There will be a district-wide increase in the percentage of students passing the four basic content areas Virginia Standards of Learning tests, compared to the 2006-07 baseline data, as evidenced by the state report card data.*

***This objective was partially achieved.***

District-wide elementary school SOL scores increased in math. In the middle schools, SOL scores improved in math by 12 percentage points and in science by 2.4 percentage points. Middle school English scores were level and history scores declined. High school SOL scores in history increased by 1.1 percentage points. Overall, high school English, math and science scores declined. A detailed discussion of Blair Middle School’s SOL test results is included under Objective #7. A chart detailing the measurements of this objective follows:

**2006-2007 SOL Pass Rates Compared to 2007-2008 SOL Pass Rates**

School Level	English		Math		Science		History	
	2006-2007	2007-2008	2006-2007	2007-2008	2006-2007	2007-2008	2006-2007	2007-2008
Elementary	84.1%	82.2%	82.6%	83.2%	84.4%	82.3%	86%	82.4%
Middle	74.9%	74.9%	54.7%	62.7%	81.8%	84.2%	80.4%	74.5%
High	91.2%	90.2%	72.1%	71.8%	77.3%	75.7%	84.4%	85.5%

***Objective #7: There will be a 5% increase in the percentage of Blair students passing the four basic content area Virginia Standards of Learning tests, compared to the 2006-07 baseline data, as evidenced by the state report card data.***

***This objective was partially achieved.***

At Blair, 7<sup>th</sup>-grade English scores rose almost 13 points from 72.4% to 85%. The gains were significant across all ethnic groups. **African American 7<sup>th</sup>-grade English test scores increased by nearly 15 points** and white 7<sup>th</sup>-grade English scores improved by over 7 percentage points from 86.7% to 94.3%. In math SOL scores, 7<sup>th</sup> graders improved 20% points. **African American 7<sup>th</sup>-grade math test scores increased by nearly 25 points** and white 7<sup>th</sup>-grade English scores improved by almost 10 points from 71.7% to 81.2%.

While 6<sup>th</sup>-grade English scores declined, 6<sup>th</sup>-grade math scores rose by 2.1 percentage points. While African American students posted the largest gains (5.6 percentage points), white students also posted a 1.9 percentage point gain. A chart detailing the measurements of this objective follows:

### Blair Middle School SOL Results

<b>English</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>
<b>Grade 8 (Black)</b>	70.6%	80.2%	64.8%	56.3%
<b>Grade 8 (White)</b>	88.8%	96%	87.8%	94.7%
<b>Grade 8 (Total)</b>	78.6%	85.9%	72.3%	67.9%
<b>Grade 7 (Black)</b>	N/A	65.9%	64.8%	79.5%
<b>Grade 7 (White)</b>	N/A	88.1%	86.7%	94.3%
<b>Grade 7 (Total)</b>	N/A	72.4%	72.4%	85%
<b>Grade 6 (Black)</b>	N/A	60.7%.	72.9%	66.8%
<b>Grade 6 (White)</b>	N/A	83.6%	91.7%	88.7%
<b>Grade 6 (Total)</b>	N/A	67.0%	78.0%	74.1%

<b>Math</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>
<b>Grade 8 (Black)</b>	64.5%	76.1%	56.6%	41.6%
<b>Grade 8 (White)</b>	86%	85.9%	83.8%	84.5%
<b>Grade 8 (Total)</b>	74.5%	79.5%	65%	56.1%
<b>Grade 7 (Black)</b>	N/A	21.5%	15.8%	38.6%
<b>Grade 7 (White)</b>	N/A	58.4%	71.7%	81.2%
<b>Grade 7 (Total)</b>	N/A	33.2%	32.6%	52.6%
<b>Grade 6 (Black)</b>	N/A	22.2%	32.8%	38.2%
<b>Grade 6 (White)</b>	N/A	63.4%	70.8%	72.6%
<b>Grade 6 (Total)</b>	N/A	32.6%	46.0%	48.1%

<b>Science</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>
<b>Grade 8 (Black)</b>	81.1%	84%	77.1%	69.5%
<b>Grade 8 (White)</b>	94%	99%	97.7%	91.4%
<b>Grade 8 (Total)</b>	87.1%	89.9%	84.6%	77.6%

<b>Social Studies</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>
<b>Grade 8 (Black)</b>	76.9%	76.8%	67.9%	58.3%
<b>Grade 8 (White)</b>	92.5%	95.8%	90.7%	85.5%
<b>Grade 8 (Total)</b>	84.4%	84.4%	76.4%	66.8%

***Objective #8: There will be a 5% reduction in the disciplinary infractions at Blair, compared to the 2006-07 data, as evidenced by school disciplinary data.***

***This objective was achieved.***

The most notable gains involved the objectives which focused on Blair Middle School's attendance rates and disciplinary infractions. Disciplinary Infractions at Blair Middle School were almost cut in half declining from 2,867 in 2006-2007 to 1,579 in 2007-2008. Law Violations declined 62% from 72 in 2006-2007 to 27 in 2007-2008.

School administrators and teachers credit the TAC, the RALLY Program and overall district disciplinary initiatives for the decreases in the disciplinary incidents at Blair. A detailed discussion of the TAC and the RALLY Program’s impact on the student disciplinary incidents is included in the appendices. Sample RALLY lesson plans are also included in the appendices. A chart detailing the measurements of this objective follows:

***2007-2008 Blair Disciplinary Infractions Compared to 2006-2007 Data***

	Disciplinary Infractions	
	2006-2007	2007-2008
Discipline Violations	2,795	1,552
Law Violations	72	27
<b>Total</b>	<b>2,867</b>	<b>1,579</b>

***Objective #9: There will be an increase in student attendance at Blair, compared to 2006-07 baseline data, evidenced by school and state attendance data.***

***This objective was achieved.***

Blair Middle School’s Average Daily Attendance increased from 91.7% in 2006-2007 to 93.7% in 2007-2008. School administrators and teachers credit the TAC, the RALLY Program and overall district attendance initiatives for the increase in student attendance at Blair. A detailed discussion of the TAC and the RALLY Program’s impact on the student disciplinary incidents is included in the appendices. A chart detailing the measurements of this objective follows:

***2007-2008 Blair Attendance Compared to 2006-2007 Data***

	Attendance Percentage		Average Daily Attendance	
	2006-2007	2007-2008	2006-2007	2007-2008
Blair Middle	91.7%	93.7%	953.99	913.59

***Objective #10: There will be a 5% reduction in the percentage of students who miss 10 or more days of school at Blair, compared to 2006-07 baseline data, evidenced by school and state attendance data.***

***This objective was achieved.***

The number of students who were absent 10 or more days at Blair Middle School was reduced by 135 from 505 in 2006-2007 to 370 in 2007-2008. These numbers are reflected in a percentage decline of 7 percentage points from 41.8% to 34.8%. Administrators credit both the RALLY Program and the Truancy Assessment Center for this decrease. The overall attendance data for Blair Middle School is discussed in detail under Objective #9.

A chart detailing the measurements of this objective follows:

*2006-2007 Blair Percentage of Students Absent 10 or More Days*

	Students Absent 10 or More Days		Percentage	
	2006-2007	2007-2008	2006-2007	2007-2008
<b>Blair</b>	<b>505</b>	<b>370</b>	<b>41.8%</b>	<b>34.8%</b>

**Summary**

Norfolk Public Schools certainly appreciates the General Assembly's support in funding Project WORD. The two-pronged initiative focused on increasing student attendance and improving academic performance while reducing the dropout rate and disciplinary incidents through the Truancy Assessment Center (TAC) and the RALLY Program. Some of the results are based on preliminary data, but the initial reports are very promising. We remain excited about the possibilities the programs present for the 2008-2009 school year.

Although Project WORD did not meet all the program objectives, it did post some significant achievements which may be modeled throughout the state. Across the district, high school and middle school attendance rates increased. Overall disciplinary incidents decreased by 1,173. Middle school disciplinary incidents declined by 3,777 and elementary disciplinary incidents were reduced by 53.

The most notable gains involved the objectives which focused specifically with Blair Middle School attendance rates and disciplinary infractions through the Truancy Assessment Center and the RALLY Program. The average daily attendance increased from 91.7% to 93.7%. Disciplinary infractions were almost cut in half declining from 2,867 to 1,579. Law violations declined 52% from 72 to 27.

Both the Truancy Assessment Center and the RALLY Program have produced measurable gains and offer great promise. The Truancy Assessment Center will be funded for the 2008-2009 school year through a partnership between the city and the school district. We have applied for a U. S. Department of Education grant to continue the RALLY Program at Blair and possibly extend it to other middle schools.

Overall, six of the ten program objectives were fully achieved (Objectives 2, 3, 4 8, 9 and 10). Objectives 6 and 7 were partially achieved and the district is waiting for the certified numbers to determine the status of Objectives 1 and 5.

# APPENDIX A



### **TAC Success Scenarios:**

The Truancy Assessment Center (TAC) serves numerous purposes in the Norfolk Community. Not only does the TAC provide support to truant students that are brought in by the Norfolk Police, but it also serves as a comprehensive site for support in a variety of capacities.

Listed below are several examples of how the Truancy Assessment Center works to provide support to students, parents, and other city agencies in the community.

#### **Students:**

Student was brought to the Truancy Assessment Center in November. She was enrolled in the IB program at Granby and was failing all classes. Through the collaborative efforts of the TAC and the school, a parent teacher conference was scheduled to discuss the student's progress. It was eventually decided that the student would be enrolled back into general classes. Current reports from her guidance counselor and academic records indicate that the student's grades have increased dramatically and she appears to be a happier, more motivated individual.

#### **Parents:**

The Truancy Assessment Center serves numerous purposes. One of the functions of the center is to serve as a parental support network. One parent frequently stops in to discuss her child who has visited the TAC. The mom takes classes in the building and was having serious problems with her son who was missing school and was a constant runaway. She frequently called or stopped in to ask for help or to give updates on her son. The mother is not a native English speaker and several times the TAC team made phone calls on behalf of the mother to assist in getting her and her son help. After several months of interventions and strategies, school records and parental reports indicate that the student has consistently attended school over the last month and a half and has not been a reported runaway. Mom still stops in about once per week to give the TAC team an update and to say thank you!

#### **Community:**

The Truancy Assessment Center also serves as a community outreach center. On March 10<sup>th</sup> the Truancy Assessment Center sent a representative to speak at the Norfolk Police Denby Park Youth Academy. The assessment specialist spoke for approximately twenty minutes to students ages 9-15 years old. The representative discussed issues such as the causes of truancy, the legal ramifications of truancy, and also discussed where students can go to get help.

The TAC frequently gets calls, or walk-ins, from parents in the community requesting assistance for problems they are having with their children. These problems may or may not be issues with truancy. The TAC gives parents information that will assist them in finding the help which they need to assist with their specific circumstances.

## **Police:**

The police brought in a student who was picked up as a passenger in a stolen vehicle. After being brought to the TAC it was determined that the student had given a false name to police. After numerous attempts by the TAC staff to get the student's real identity, she still refused to reveal her true name. The police were called back to the TAC where the student still refused to give her real identity. The TAC team used the resources and connections available through the TAC to ultimately determine the true identity of the student for the police. As it turned out, the juvenile was not enrolled in NPS and had numerous petitions filed on her. She was taken back into police custody.

### **1. Has the TAC had an impact on NPS students?**

Yes. The TAC has impacted NPS students in a variety of ways. First, it provides a consistent and structured response to truancy infractions. Previously, the police would bring truant students to their individual home schools where the truancy policy was not consistent from school to school. With the TAC, all truancy cases are handled identically. In addition, the parent required response to the TAC holds both students and parents accountable for actions that resulted in the truancy. Parents are also made aware at this time of any other attendance or academic concerns. Students and parents are also given access to other intervention services that they may not have been aware of previously. The existence of the TAC also acts as a deterrent for students that may consider being truant from school or loitering on the street.

### **2. What are some of the main issues that encourage Truancy?**

Lack of parental supervision/support or discord in family relationships are main causes for truancy. Students also report being disinterested in school because they are so far behind in grades/grade level that they feel it is hopeless to "get caught up".

### **3. How has the relationship with the court unit and its counterparts affected TAC?**

Most interaction with the court unit is done through the attendance techs at the home school. The TAC staff collaborates with the Attendance Tech who then makes Court Service Unit (CSU) referrals when appropriate. The TAC also notifies the Liaison Counselors, who in turn, notify probation officers, of students that are already receiving court services.

### **4. Please summarize the pros and cons of the TAC.**

**Pros:** Consistent and structured approach to the truancy problem.  
Provides intervention services for students and parents.  
Deters students from missing school and/or loitering on the street.  
Acts in partnership with community resources to provide support for NPS students and parents.  
Assists police with ongoing efforts to reduce truancy.  
Acts as information center for community and family (the TAC often receives phone calls from parents looking for support or direction when dealing with their child).

**Cons:** The location of the TAC needs to be expanded to provide an environment more conducive to assisting students/families.  
Lack of accurate contact information for parents.  
Students lose valuable class time because parents do not arrive in a timely fashion to pick up their child.  
Lack of accountability for parents that do not pick up his/her child.  
Lack of appropriate consequences for repeat offenders or chronic truants.

**5. Do you think the TAC has an impact on reducing dropout numbers?**

In the inaugural year of the Truancy Assessment Center it is difficult to determine what long term effects the Center will have on the overall dropout rate of NPS students. Continued longitudinal data collection will be needed in order to provide statistics to support this statement. Currently, the TAC does provide a deterrent for students from being on the street. The TAC also is an additional measure that provides intervention services to students and families that are in need. With continuation of the Truancy Assessment Center, it is likely that the overall dropout rate for NPS students will decrease over time.

**6. What is done about our repeated offenders?**

During the initial visit to the TAC, the Assessment Specialist meets with the student and conducts an assessment to determine the needs of the student. In addition to meeting with the student, the Assessment Specialist conferences with the parent/legal guardian and provides recommendations to increase the attendance and overall success of the student. For repeat offenders, a follow up on the initial visit is conducted by the Assessment Specialist at the TAC. Students and parents meet to discuss what steps have been taken since the initial visit to address the problem of truancy. Additional recommendations, referrals, and/or assistance are provided at this time. In addition to meeting with students/parents, the attendance technicians and deans at the home school are notified by the TAC of repeat offender status. The attendance technicians review the student's record and take necessary steps to assist the student in increasing his/her attendance.

The high school Student Assistance Counselors (SACs), from the Community Services Board, are also notified regarding repeat offenders. The SACs and the TAC work collaboratively to identify needs of students. The SACs follow-up at the school level where appropriate services are provided to students.

The TAC works continuously, in conjunction with several city agencies, private agencies, and the home school, to provide on-going services to students and families of repeat offenders.

**TAC 2<sup>ND</sup> SEMESTER DATA  
AS OF MAY 21, 2008**

**Total Number of students taken to TAC 2<sup>nd</sup> Semester = 389**

AGE	TOTAL #
11	2
12	12
13	36
14	64
15	109
16	93
17	73

ETHNICITY	
Asian	4
African American	268
Hispanic	7
American Indian/Alaskan Native	1
Multi Racial	17
White	92

GENDER	
Male	262
Female	127

SCHOOL LEVEL	
MIDDLE	145
HIGH	230
ALTERNATIVE	12

### Number of Students on 504 Plan

GENDER	TOTAL #
FEMALE	9
MALE	59

GENDER	
FEMALE	2
MALE	3

AGE	TOTAL #
13	1
14	0
15	2
16	2

### Number of SPE students = 68

AGE	TOTAL #
13	4
14	12
15	22
16	13
17	17

GENDER	
FEMALE	9
MALE	59

ETHNICITY	
Asian/Pacific Islander	0
African American	3
Hispanic	0
American Indian/Alaskan Native	0
Multi Racial	0

# TAC Year-to-Date Data Summary

## October 9, 2007-June 6, 2008

Students Processed = 974  
Parents/Guardians Processed =853

### Referrals/Recommendations to Agencies:

#### Outpatient Counseling (Individual/Group):

Family Development Center (CSB) = 140	Child & Family Services (UP) = 17
Catholic Charities = 45	Private Provider = 37
Jewish Family Services = 34	Fleet & Family Services (Navy) = 13
Other = 8	

#### Home-Based Counseling:

Family Systems II= 30  
Child & Family Services(UP Center) =9  
Community Solutions=4  
Other=7

#### In-School Assistance:

Guidance Counselor = 263  
Attendance Tech = 84  
Student Assistance Counselors— 15 specific referrals (SAC also notified of general needs of certain students)

#### Other:

24-Hour Crisis Hotline=19  
Juvenile Court/Police = 43  
Already Receiving Services = 162  
No Services Required = 133  
Refused/Declined services = 122  
Miscellaneous= 39

### Presenting Concerns:

Behavior = 184	Depression = 24	Grief = 13
Anger = 53	Crisis/Emotional = 20	Health = 13
Family = 113	Substance Abuse = 43	Academic = 200
Peer=26	GED=52	Miscellaneous/Other=38

# APPENDIX B

## 2007-2008 RALLY Process Data:

### In-School Programming:

- 300 sixth graders served
- 37 full days students had practitioners in the class rooms
- 17 lessons were implemented in the class rooms
- 40-45 lunch bunches were implemented
- approx 16-20 individual sessions held each week

### After-School Programming:

- 160 sixth graders served
- Averaged 44 kids/day (see attached excel sheet for exact numbers)
- 27 total sessions
- 392 Daily Activity Plans created

## School Data: 2006-2007 Blair Middle- Programming Months (Year prior to RALLY implementation)

	<b>Nov. 06</b>	<b>Dec. 06</b>	<b>Jan. 07</b>	<b>Feb. 07</b>	<b>March 07</b>	<b>April 07</b>
<b>Attendance offenses</b>	2	2	10	3	11	3
<b>Rule Violations</b>	36	30	39	18	53	24
<b>Conflict Indicators</b>	17	30	32	22	31	13
<b>Fighting</b>		2	3	3	1	1
<b>Law Violations</b>	7	3	3		2	1
<b>Monthly Totals</b>	<b>62</b>	<b>67</b>	<b>87</b>	<b>46</b>	<b>98</b>	<b>42</b>



School Totals: 2007-2008 Blair Middle-  
 Programming Months (Year RALLY  
 implemented)

	<b>Nov. 07</b>	<b>Dec. 07</b>	<b>Jan. 08</b>	<b>Feb. 08</b>	<b>March 08</b>	<b>April 08</b>
<b>Attendance Offenses</b>	4	6	11	10	1	4
<b>Rule Violations</b>	11	15	17	33	18	26
<b>Conflict Indicators</b>	11	21	12	32	23	26
<b>Fighting</b>	1		3	1	3	
<b>Law Violations</b>			2	2		
<b>Monthly Totals</b>	<b>27</b>	<b>42</b>	<b>45</b>	<b>78</b>	<b>45</b>	<b>56</b>

Student Name: \_\_\_\_\_

Block: \_\_\_\_\_

### RALLY Initial Interview: Guiding Questions



#### **School**

Possible Questions:

- How much do you like school, on a scale of 1-10 (1=not at all, 10=school is okay)? Why?
- What are you good at in school? What do you want to improve at?
- What do you want to change about school? Why?

*Notes:*

#### **Activities**

Possible Questions:

- What music and artists do you enjoy listening to?
- What are your favorite sports? Do you like watching or playing these sports?
- What are some hobbies, activities, or games are your favorites?
- What kind of food do you like to eat?
- Do you have a job? If so, what do you do?
- What kind of chores do you have?
- What do you do on the weekend?

*Notes:*

#### **Relationships**

**\*\*Please ask:**

- **If you needed to talk to an adult, who would you talk to? (If answer is no one, ask, "Which adult do you feel knows you best?") Why?**

Notes:

Possible Questions:

- Tell me about some of your friends. What are they like? What do you do together?
- **\*\*Who are some people in your family you feel close to? Why do you feel close to this person?**
- What sorts of things do you do with your family?

Notes:

## Self

Possible Questions:

- **\*\*What are you the most proud of about yourself? Why are you proud of this?**
- **\*\*What would you like to get better at? Why?**  
What do you think are some of your challenges? How do you want to change this?
- **\*\*Who is someone you admire, and why?**
- **\*\*Is there anything else you would like me to know about you?**

Notes:

**General Recommendations for Working with Student (Optional):**

**Recommendations for Referral (Optional):**

Referrals for student (Circle all that apply)

1. RALLY school-based group \_\_\_\_\_  
(specify)
2. After School/Weekend/Summer Program \_\_\_\_\_  
(specify)
3. Tutoring \_\_\_\_\_ (specify subject-area)
4. Mentoring \_\_\_\_\_ (specify)
5. Mental health services \_\_\_\_\_ (specify)
6. Other services \_\_\_\_\_ (specify)

Referrals for family (Circle all that apply)

1. Individual contacts with the Prevention Practitioner
2. Participation in groups or trainings organized by RALLY program

## RALLY Individual Activity Plan

Facilitators: JoAnn Boyce, Diana Copeland, Kelli Fate, Brandon Richards, Christina Thomas

Date: 1/23/08 Week: 5

Name of Activity: Showing Respect for Yourself and Others

Resiliency & Character Trait/s: Values Orientation/Responsibility for others – Ethical learning community

**Objectives:**

1. To define the word respect.
2. To understand and identify ways to show respect to self.
3. To understand and identify ways to show respect to others.

**Materials Needed:** Chalk, pencils, paper

**Time needed:**

- 5 minutes to introduce the activity
- 10 minutes for students to complete the assignment
- 15 minutes for discussion and debriefing of activity

**Activity Name and Steps (1, 2, 3, etc.):** Showing Respect for Yourself and Others

1. Welcome students.
2. Ask the class to define respect. Write their different definitions on the board.
3. Write on board: Showing respect for yourself means (a) working hard at school (b) setting goals for life and working toward them (c) taking care of your body (d) not listening to people who put you down.
4. Ask students to pick one of the four answers that they feel is most important in showing respect to yourself. Have the student write the answer on their paper.
5. Have students share their answers and explain how this shows respect to yourself.
6. Write on board: Showing Respect for Others Means a) using courteous language b) behaving appropriately in class c) returning what you borrow in good condition and d) listening without interrupting.
7. Ask students to pick one of the four answers that they feel is most important in showing respect to others. Have the students write the answer on their paper.
8. Have students share their answers and explain how this shows respect to others.
9. Review the ways to show respect to yourself and others.
10. Discuss activity through debriefing questions.

**Debriefing/Processing questions & activities:**

1. What happens when you DON'T show respect to yourself? To others? What happens when you DO show respect to self? Others?
2. How can you help yourself remember to practice being respectful to yourself? Others?
3. When you are angry at yourself or others it is really hard to be respectful. Knowing the consequences of being disrespectful, how can you make yourself be respectful even when you are angry?

**Week Two: Character Skits**

Trustworthiness

Group 1:

You see your friend drop money on the floor...what would be the wrong thing to do?

Group 2:

You see your friend drop money on the floor...what would be the right thing to do?

Respect

Group 1:

Your teacher says good morning to you...what would be a disrespectful way to respond?

Group 2:

Your teacher says good morning to you...what would be a respectful way to respond?

Responsibility

Group 1:

You did not do your homework and your teacher asks you where it is...what should you not do?

Group 2:

You did not do your homework and your teacher asks you where it is...what should you do?

Teens tell how they deal with those and other challenges in their own words in the book *From Darkness to Light: Teens Write About How They Triumphed Over Trouble* (see Education World's BOOKS IN EDUCATION page this week for a [review](#)). The book offers more than 60 inspiring essays written by teens.

## "GETTING STARTED" *by Anonymous*

While filling the shoes of a center may be the most exciting position on the court, playing guard is the toughest place to be by far while playing a game -- a game of basketball that is. Being the shortest seventh-grade player on the street is even tougher. My height is always keeping me from getting the orange thing in the basket.

The one person who taught me how to play a good game is my brother. Simply the best on the street -- don't bet against him. Believe it or not, I'm getting better with his help. I'm still the worst player on the court whenever I'm in there. In fact, you'd better be leaving me on the bench if I played on your team.

I don't shoot well enough to be a shooter. I don't score enough to be a scorer. I don't rebound enough to be a banger. Come to think of it, I don't pass the ball that well, and I'm not much on defense. So is this the year I get my act together? Probably not.

So why do I like playing games that are usually for tall people? Well, because I like it. And because it makes me feel tall, even though there can be a 6'6" giant standing above me. Since I'm only 4'10", most people are at least a couple inches taller than I am. And since I'm so enthusiastic, they let me play.

There're two parts to this problem. The first part is I'm short. I know it doesn't seem tough to be a runt, but at times you can feel as big as a peanut.

The second part is the fact that I'm nowhere close to being the next LeBron James, but maybe with luck I can be the next Allen Iverson.

Summary: So, in this story, we saw that this 7<sup>th</sup> grader is not the best basketball player. He knows that, but he keeps trying. He practices and has fun doing it even though he knows he isn't really good right now. He is committed and knows he has to try to be good at something and has a goal to get better.

*This essay is reprinted from the book From Darkness to Light: Teens Write About How They Triumphed Over Trouble with permission of the publisher, Fairview Press.*

[http://www.educationworld.com/a\\_lesson/lesson/lesson030.shtml](http://www.educationworld.com/a_lesson/lesson/lesson030.shtml)

## RALLY Individual Activity Plan

Facilitators: JoAnn Boyce, Diana Copeland, Kelli Fate, Brandon Richards, Christina Thomas  
Date: 2/18/08 Week: 6, Lesson 8

Name of Activity: "Getting Started"

CREE Trait: Commitment  
Resiliency Trait: Initiative

### Objectives:

1. To define the words commitment and initiative.
2. To understand and identify ways to show initiative to self and others.
3. To understand and identify ways of being committed and showing commitment.

**Materials Needed:** Chalk, pencils, paper

### Time needed:

- 5 minutes to introduce the new concepts and activity  
10 minutes for activity and contemplation  
15 minutes for discussion and debriefing

### Activity Name and Steps (1, 2, 3, etc.): "Getting Started"

1. Welcome students.
2. Ask the class to define commitment. Write their definitions on the board.
  - an agreement or pledge to do something
  - similar to a promise
3. Ask the class to define initiative. Write their definitions on the board.
  - The power or ability to begin or to follow through energetically with a plan or task; enterprise and determination.
  - A beginning or introductory step; an opening move: *took the initiative in trying to solve the problem.*

\*\*\*\*\*Recognizing what needs to be done, and doing it!\*\*\*\*\*
4. Ask students to listen to story written by a teen and think about initiative and commitment. (Story attached) –summarize story or have a student summarize

**Debriefing/Processing questions & activities:** (can be in large group or break into small groups and give each a question to consider and answer in class)

5. Ask the class what they think the two concepts have to do with each other? How are the concepts related? For example, can having initiative help you with a commitment or with something you have committed yourself to? Describe something in your life that you are committed to and that takes initiative for you to stick with. What is something related specifically to your school work that you could use commitment and initiative to help you to improve? How can it be difficult to follow through with things or commitments if you lack initiative? How can it be helpful?

Other questions to consider and facilitate processing:

- If you're not good at something, but you enjoy it, do you continue with it or do you quit? How does initiative and commitment play a role in your decision?
  - What do you tell yourself if you're not good at something? How committed are you?
6. Review and sum up by asking a few students to sum up the lesson and what they learned

## RALLY Individual Activity Plan

Facilitators: JoAnn Boyce, Diana Copeland, Kelli Fate, Brandon Richards, Christina Thomas  
Date: 03/10/08 Week: 8, Lesson 10

Name of Activity: Survivor

CREE Trait: Cooperation vs. Competition  
Resiliency Trait: Relationship

### Objectives:

1. To define the words cooperation, competition, and relationship.
2. To understand and identify how cooperation and competition is different.
3. To understand and identify ways to cooperative in different relationships.

**Materials Needed:** Chalk, pencils, paper

### Time needed:

5 minutes to introduce the new concepts and activity

15 minutes for activity and contemplation

10 minutes for discussion and debriefing

**Activity Name and Steps (1, 2, 3, etc.):** Survivor

1. Welcome students.
2. Ask the class to define cooperation.
  - working together to achieve a goal
  - being respectful and willing to work together
3. Ask the class to define competition.
  - the act of competing
  - a contest
  - a rivalry
4. Ask the class to define relationship.
  - a connection between people
  - a bond, a friendship,Ask about different kinds of relationships (parent-child, friend, teacher, co-worker, boss, and classmate)
5. Ask the class about the difference between cooperation and competition. Can you be cooperative with a group while being competitive with another? Do you have to be best friends with someone in order to be cooperative?
6. In our activity, you will show how you are being cooperative with your team, while competing with other teams. I will group you together so you might not be in a group with others that you are best friends with, you may just have a classmate to classmate relationship, but you will still have to be cooperative.
  - Place students into five groups by going up and down the rows saying "awesome, fantastic, excellent, magnificent, and wonderful- have them go to four corners and one group in the middle.)
7. In their small group, hand out a pile of newspapers and one roll of masking tape. Have the students show by raising their hands how many are familiar with the television show "survivor." Inform the group that we will be having our own version of Survivor but the emphasis will be that all will survive. Tell them to imagine they are on a remote island and that a major storm is coming up. It is due to arrive in fifteen minutes. Their challenge will be to work together to build a shelter out of the newspaper and masking tape that is large enough to protect all members of their group. No physical supports, other than themselves, may be used. Each group can have one member who does not build but who will observe or all members build but make sure to observe and report on what they saw after the activity is completed. Give the group 3 minutes to talk with each other and come up with a basic plan before the activity begin. However, after the 3 minute planning time, members of the "tribe" can only communicate with each others using non-verbal communication. They have 10 minutes to build the shelter with NO TALKING!!! Let the groups know when they have three, two, then one minute left. Turn out the lights for ten seconds when their time is up. Process what happened in the groups afterward.

### Debriefing/Processing questions & activities:

1. What happened?
2. How did the terms we discussed play a role in this activity?
3. How did cooperative building work for their group?
4. How were you being competitive and what was that like?
5. How can you use these concepts at home and at school?



6. How did relationships play a part in this? What different types or relationships were there? For example, some may have been more a leader or instructor, some were great at following directions or having an idea and going with it. (Use things observed from their groups to bring into the processing time)

## RALLY Individual Activity Plan

Facilitators: JoAnn Boyce, Diana Copeland, Kelli Fate, Brandon Richards, Christina Thomas

Date: 03/17/08 Week: 9, Lesson 11

Name of Activity: Doing Your Best

CREE Trait: Doing Your Best

Resiliency Trait: Creativity

### Objectives:

1. To define and discuss what it means to do your best.
2. To understand creativity and identify ways one can be creative.
3. To recognize that sometimes one must be creative in order to do one's best

**Materials Needed:** Chalk, pencils, paper

### Time needed:

- 5 minutes to introduce the new concepts and activity  
15 minutes for activity and contemplation  
10 minutes for discussion and debriefing

**Activity Name and Steps (1, 2, 3, etc.):** Doing Your Best

1. Welcome students.
2. Ask the class to define and discuss what it means to do your best.
  - of the highest quality, excellence, or standing
  - the highest quality to be found in a given activity or category of things
  - the best effort that a person, group, or thing can make
  - taking pride in yourself and in your work
3. Ask the class to define creativity-they can give examples (this might be easier for them).
  - having the ability or power to create
  - characterized by originality and expressiveness; imaginative
4. For this activity the students are going to have to be **creative** and **do their best** to write a poem or rap related to doing your best, what it means to others, to them, why it's important (etc.).
  - encourage them to draw from other concepts learned thus far in RALLY-they know these concepts! Don't let them act like they don't! ☺ [This is great! Starting to get them to draw from the many traits addressed this year.]
5. They will be given 10 seconds to get into a group of four before you will group them. They have to write a poem or a rap and be prepared to share it with the class. Encourage them to stay on task and remind them that the poem/rap has to be about doing your best and it has to be appropriate.
6. They have 10 minutes to write, and 5 minutes left for performances.
7. Have volunteers perform their creative piece. (Emphasize the importance of doing their best when performing too!)

**Debriefing/Processing questions & activities:**

1. What happened during the process?
2. How did the terms we discussed play a role in this activity?
3. How did creativity play a part in your group?
4. How were you doing your best to create your poem/rap? What was that like?
5. How can you use these concepts at home and at school?

## RALLY Individual Activity Plan

Facilitators: JoAnn Boyce, Diana Copeland, Kelli Fate, Brandon Richards, Christina Thomas

Date: 03/31/08 Week: 10, Lesson 12

Name of Activity:

CREE Trait: Pro-Social Behaviors

Resiliency Trait: Humor

**Objectives:**

1. To define and discuss pro-social behaviors
2. To understand humor
3. To recognize that one can use humor while exhibiting pro-social behavior

**Materials Needed:** Chalk, pencils, paper, any art supplies

**Time needed:**

- 5 minutes to introduce the new concepts and activity
- 15 minutes for activity and contemplation
- 10 minutes for discussion and debriefing

**Activity Name and Steps (1, 2, 3, etc.):**

1. Welcome students.
2. Ask the class to define and discuss what pro-social behavior means and what are some examples of this.
  - occurs when someone acts to help another person, particularly when they have no goal other than to help a fellow human
  - being kind and respectful
  - Pro-social behavior relates to giving, helping and sharing for harmonious group relations
3. Ask the class to define humor and ways they use it.
  - an instance of being or attempting to be comical or amusing
  - quality causing amusement
4. For this activity the students are going to work with a partner and use humor to create/draw a cartoon that shows pro-social behavior.
  - encourage them to draw from other concepts learned thus far in RALLY-they know these concepts! Don't let them act like they don't! ☺ [This is great! Starting to get them to draw from the many traits addressed this year.]
5. They will be given 10 seconds to pick a partner before you will pair them. Encourage them to stay on task and remind them that the cartoon has to be about pro-social behaviors and it has to be appropriate.
6. They have 10 minutes to create and 5 minutes left for sharing.
7. Have volunteers share their cartoon. (Emphasize the importance of doing their best when performing too!)

**Debriefing/Processing questions & activities:**

1. What happened during the process?
2. How did the terms we discussed play a role in this activity?
3. How did humor play a part in your cartoon?
4. How were you using other traits we have learned thus far to work with your partner and do this activity? What was that like?
5. How can you use these concepts at home and at school?

## RALLY Individual Activity Plan

**Facilitators:** JoAnn Boyce, Diana Copeland, Kelli Fate, Brandon Richards, Christina Thomas

**Date:** 04/14/08 Week: 12, Lesson 14

**Name of Activity:** Build a Bridge

**CREE Trait:** Collective Responsibility (encouraging others to do their best)

**Resiliency Trait:** Initiative

### Objectives:

1. To discuss what collective responsibility means
2. To define and discuss initiative
3. To recognize and understand these concepts and the role they play at school and at home

**Materials Needed:** newspaper (4 sheets), water bottle (about 2/3 full), 2 desks between 30-32 inches apart (about the length of a single sheet of newspaper)

### Time needed:

5 minutes to introduce the new concepts and activity

15 minutes for activity and contemplation

10 minutes for discussion and debriefing

### Activity Name and Steps (1, 2, 3, etc.): Building a Bridge

#### 1. Welcome students.

#### 2. Ask the class to discuss what collective responsibility means.

- encourage others to do their best
- being able to resolve conflicts without fighting, yelling, threatening, etc.
- Helping yourself and others follow rules and directions at school and at home
- When you see someone being picked on, you try to stop it
- Believing that you can work together for the good of the school and the community

#### 3. Ask the class to define initiative

- The power or ability to begin or to follow through energetically with a plan or task; enterprise and determination.
- A beginning or introductory step; an opening move: *took the initiative in trying to solve the problem.*

\*\*\*\*\*Recognizing what needs to be done, and doing it!\*\*\*\*\*

#### 4. Directions:

For this activity the students are going to work in a group of 4 or 5 to build a bridge out of

the materials provided. Use the newspaper to hold the weight of the bottle somewhere between the two

desks. The weight of the bottle may not rest directly on either the desk or the floor. You may not remove

any water from the bottle and you may not move either desk. No team member may be touching the bottle

or the newspaper when the time ends. The bridge must hold for at least 10 seconds after time is called.

You have 8 minutes to discuss and build your bridge. After groups are formed, start time and have team

members quickly move the two desks that the team is going to use, When time is called, each group needs

to stop what they are doing and wait for the practitioner to call on their group. Each group will be given the

opportunity to test their bridge with the class watching. Remind students there are only 2 minutes allocated

to testing and when time is called they need to get quiet and get ready for their turn. (Make sure you are

keeping time accurately)

#### 5. They have 8 minutes to create, 2 minutes to test, and 5 minutes left for sharing.

**Debriefing/Processing questions & activities:**

1. What happened during the process?
2. Was it difficult to work with your group? Why do you think this is a good activity to do when discussing collective responsibility and initiative?
3. How did the terms we discussed play a role in this activity?
4. How can you use these concepts at home and at school?

\*Practitioners, make sure to spend some time talking about what collective responsibility looks like in the

school setting. The whole concept of doing what's right because it has a greater impact on all the people in the school is a tough concept but an important one. Have them talk about how when one person gives up or doesn't try their best, the entire group suffers. Or when one person works really hard to do well, all benefit. **Ask:** What are some times when this could occur in school?

## **Practitioners Information Sheet:**

Have the following set of materials for each team:

- 4 full sheets of newspaper (i.e. double sheets, with 4 pages of print on each)
- 1 half liter water bottle with a lid approximately  $\frac{2}{3}$  full of water
- 2 tables or large chairs between 30 and 32 inches apart
- Measuring tape or yardstick (if you need it)

Have students place two desks somewhere between 30 and 32 inches apart. This distance should be just a little larger than can be spanned with a single sheet of newspaper

This problem requires a plan prior to starting construction. There are a limited amount of materials and it is not possible to “un-tear” a sheet of paper. As such, this problem has a higher than usual teamwork concept.

The problem can be solved in at least four ways. (Teams should think of tearing, twisting, weaving, but do not tell them that).

The team may remove the lid from the bottle as long as they do not remove any water. Do not tell them this unless they ask. Wedging the paper into the bottle as a stopper is probably slightly more creative than just tying it on. If they can figure out a way to rest the bottle on top of the structure unsecured, that is also creative.



## RALLY Individual Activity Plan

Facilitators: JoAnn Boyce, Diana Copeland, Kelli Fate, Brandon Richards, Christina Thomas

Date: 04/21/08 Week: 13, Lesson 15

Name of Activity: Totem Pole

CREE Trait: Becoming Diligent/Capable Learners

Resiliency Trait: Independence

### Objectives:

1. To define and discuss what it means to become diligent/capable learners
2. To understand independence
3. To recognize that one can use independence to be a diligent /capable learners

### Materials Needed: art supplies, cardboard, animal list

### Time needed:

5 minutes to introduce the new concepts and activity

15 minutes for activity and contemplation

10 minutes for discussion and debriefing

### Activity Name and Steps (1, 2, 3, etc.):

1. Welcome students.
2. Ask the class to define and discuss what it means to become diligent/capable learners.  
Diligent: constant in effort to accomplish something; attentive and persistent in doing anything  
Capable: having the ability, having the skills to do something
3. Ask the class to define independence  
-not being influenced or controlled by others
4. For this activity the students are going to work independently to create a totem pole. In the past, a totem pole was carved for many reasons; for example, to honor a deceased elder or loved one, to show the number of rights and names a person had acquired over a lifetime, or to document an encounter. Today, totems are carved not only for those reasons, but also to tell the story about the person carving the pole. You are about to design a totem pole to tell about your strengths and weaknesses. These strengths and weaknesses need to address your independence while also addressing your capabilities. Be sure to be diligent while working on this! Be creative!
5. They have 10 minutes to create and 5 minutes left for sharing.
6. Have volunteers share their Totem pole. (Emphasize the importance of diligence for this activity!)

### Debriefing/Processing questions & activities:

1. What happened during the process?
2. How did the terms we discussed play a role in this activity?
3. How did independence play a part in your totem pole?
4. How were you being diligent in completing this activity?
5. How were you using other traits we have learned thus far to work **independently** for this activity? What was that like?
6. How can you use these concepts at home and at school?

Alligator - Maternal and vengeful  
 Ant - Group minded, patient, active, and industrious  
 Antelope - Active, agile, and willing to sacrifice  
 Armadillo - Safety oriented and cautious  
 Badger - Courageous, aggressive, healing and energizing  
 Bat - Regenerative and long living  
 Bear - Industrious, instinctive, healing, powerful, sovereign, protective of the world, and strong  
 Beaver - Determined, strong-willed, constructive, and protective  
 Bee - Organized, industrious, productive, wise, social, celebratory, and enthusiastic about life  
 Buffalo - Sacred and strong  
 Butterfly - Metamorphic and transformative  
 Cat - Protective, detached, mysterious, magical, and independent  
 Cheetah - Swift, insightful, and focused  
 Cow - Nurturing and maternal  
 Coyote - Intelligent, stealthy, tricky, and mischievous  
 Crane - Solitary, just, enduring, independent, intelligent, and vigilant  
 Crow - Law enforcing, shape shifting, changeable, creative, spiritual, energetic, and just  
 Deer - Intellectual, gentle, caring, kind, subtle, graceful, feminine, gentle, and innocent  
 Dog - Noble, faithful, loyal, trainable, protective, and guiding  
 Dolphin - Kind, prudent, capable of deep emotion, wise, and happy  
 Dragon - Enduring, infinite, wise, powerful, and fiery  
 Dragonfly - Flighty, carefree, and strongly imaginative  
 Eagle - Divine, sacrificing, intelligent, courageous, spiritually illuminated, healing, and daring  
 Elephant - Strong, powerful, and wise  
 Elk - Strong and agile, proud, independent, pure, and noble  
 Falcon - Adventurous, passionate, and leading  
 Fish - Graceful  
 Fox - Cunning, agile, quick-witted, diplomatic, wild; feminine in its magic of camouflage, shape-shifting and invisibility  
 Frog - Cleansing, transformative, sensitive, medicinal, undiscernibly beautiful and powerful  
 Gazelle - Aggressive  
 Goose - Self-demanding, reliable, prudent, rigid, vigilant, parental, and productive  
 Hawk - Informative, intuitive, victorious, healing, noble, cleansing, visionary, and protective  
 Horse – Independent, enduring, mobile, terrestrial, powerful, and free  
 Hummingbird - Portentous, timeless, healing, and combative  
 Jaguar - Chaotic and shape shifting  
 Lion - Family-oriented, strong, energetic, courageous, and protective  
 Lizard – Conservational and visionary  
 Llama - Comforting to others  
 Lynx - Discrete, protective, and guiding  
 Moose - Headstrong, enduring, steadfast, and wise  
 Mouse - Observant, orderly, organized, and detail oriented  
 Opossum - Diversionary, strategic, and deceptive  
 Otter - Playful, friendly, dynamic, joyful, helpful, and generous  
 Owl - Deceptive, clairvoyant, insightful, informative, detached, wise, changeable, and silent  
 Ox - Sacrificing and self-denying  
 Peacock-Immortal, dignified, and self-confident  
 Porcupine - Innocent, companionable, and trustworthy  
 Rabbit - Fearful, timid, nervous, humble, intuitive, balanced,  
 Raccoon - Curious and clean  
 Raven - Introspective, courageous, self-knowing, healing, protective, tricky, and magical  
 Salmon - Proud, intense, confident, wise, inspiring, and rejuvenating  
 Seahorse - Confident and graceful  
 Seal - Loving, imaginative, creative, and dreamy  
 Shark - Predatory, enduring, and adaptable  
 Skunk - Noticeably present, and strong  
 Snake - Impulsive, shrewd, transformative, healing, energetic, and wise  
 Squirrel - Organized and gathering  
 Stag - Sovereign, regenerative, giving of bounty, beauty, and mystical signs.  
 Swan - Graceful, balanced, innocent, soulful, loving, beautiful, self-possessed  
 Tiger - Strong, brave, powerful, and energetic  
 Turkey - Generous, life-giving, and self-sacrificing  
 Turtle - Nurturing, shy, and protective  
 Weasel - Strong, energetic, ingenious, and stealthy  
 Whale – Wise and giving  
 Wolf - Loyal, persevering, successful, intuitive, trainable, ritualistic, and spirited  
 Woodpecker - Sensitive, protective, and loyal

### **White**

This color is used, along with other light colors, as a background and predominating shade. As a rule it symbolized the skies and the spacious heavens. It also stood for purity, peace and death.

### **Red**

Generally this color stands for blood, war or valor. Sometimes it is used as appears in nature, such as the crest of a red-headed woodpecker, the scarlet tanager or frequently the tongue of an animal.

### **Blue**

This color was most commonly used as the symbol for the rivers, water and lakes, also the skies. Certain tribes even used it for mountains in the distance. It stands for sincerity and happiness. Berries formed a large portion of the natural color. Western clay and pigments of the canyons also lent varying hues to this effective color.

### **Yellow**

The natural abundant materials made this color a very popular and predominating one. Clays, roots and tannic barks furnished the natives with dyes. Yellow reflects the symbol of the sun, light and happiness. Yellow dye is readily made from tree moss.

### **Green**

It may easily be realized that this color represents the earth, the hills, the trees, and mountains, so common in all Indian legends. This color may be obtained by mixing two primary colors, yellow and blue, or it may be made from simple acid action on copper. In certain sections of the West, Northwest, and Upper Midwest copper was rather abundant. Other parts of the country used the grasses.

### **Purple**

Huckleberries give a very good substance for dyeing and the Indians used this commonly. Purple is an excellent color for recessed portions of the carving and for symbols of a reverent nature. It stood for mountains in the distance and general conventionalized signs.

### **Black**

Mud from sulphur springs and other earth deposits made this color available to the Indians. As a rule, it stood for power.