



# **Improved School Climate - Safe School Campus**

Resources/Inputs Program Activities Initial Outcomes Intermediate Outcomes Long Term Outcomes

9<sup>th</sup> Grade Students

## 1st Day Orientation

- Provide information
- Create a sense of connection to school
- Create a safe connection to upper classmen

## Academic and Social Follow-ups

- · Meet with student leaders
- · Attend Link Crew and school events
- Receive year-long support and curriculum from Link Crew Student Leaders

## **Easier Transition to High School**

- Improved peer connections
- Increased knowledge and interaction with students different than themselves
- Decreased levels of isolation
- Increased knowledge about decision-making skills, resiliency, and building positive relationships
- · Increased knowledge of resources
- · Decreased acceptance of hazing

## Enhanced School Environment for 9<sup>th</sup> Graders

- Decreased 9<sup>th</sup> grade retention/ 9<sup>th</sup> grade repetition
- Increased 9<sup>th</sup> grade access to available school and community resources
- Increased sense of connection to: schools, adults at their school, and peers
- Increased involvement in school
- Decreased 9<sup>th</sup> grade disciplinary referrals

## Personal Character Development

- Improved decision-making skills, ability to resist peer pressure, and ability to develop positive, meaningful relationships
- Increased cultural competence

11<sup>th</sup> & 12<sup>th</sup> Grade Link Crew Student Leaders

## **Link Crew Leader Training**

- Be a positive role model, motivator, and teacher to 9<sup>th</sup> grade students
- Develop skills through training: communication, small group facilitation, positive presence, and leadership

#### First Day Orientation

· Facilitate small group experience

## **Academic Follow-ups**

- Plan and deliver academic follow-ups in 9<sup>th</sup> grade classes throughout school year
- Support 9<sup>th</sup> graders 1-on-1 throughout the year

## Social Follow-ups

 Plan and attend social events with 9<sup>th</sup> graders throughout the school year

## Strengthened Involvement & Engagement

- Increased sense of personal leadership
- Decreased student apathy
- Increased habits of reaching out to students in need
- Increased sense of inclusivity on campus
- Increased knowledge about decision-making skills, resiliency, and building positive relationships
- Increased knowledge and interaction with students different than themselves

#### **Enhanced School Environment**

- Increased inclusion of new/transitioning students
- Increased sense of connection to: schools, adults at their school, and peers
- Increased involvement in school

## **Personal Character Development**

- Increased ability to communicate effectively with intention and mindfulness
- Improved interpersonal competence: empathy, sensitivity, and friendship skills
- Increased cultural competence
- Improved decision-making skills, ability to resist peer pressure, and ability to develop positive, meaningful relationships
- Increased recognition of the importance of community service

# Link Crew Coordinators & 3-day Basic Train • Curriculum base theory

## 3-day Basic Training (Train the Trainer)

Curriculum based on proven educational practices and theory

## Ongoing Coordination of Student Leaders

- Recruit a diverse group of leaders
- Facilitate Link Crew Leader Training
- Facilitate 1<sup>st</sup> day Orientation with Link Crew Leaders and 9<sup>th</sup> graders
- Follow-up with Link Crew Leaders throughout the school year
- Teach optional credit-based student leader class
- · Facilitate staff and administration meetings

#### 1-day Follow-up Training

- Run effective leader meetings
- Train leaders to facilitate classroom visits
- · Train leaders in project planning

## Strengthened Involvement & Engagement

- Increased knowledge of theory and proven educational practices
- Increased knowledge of how to work with Link Crew Leaders and 9<sup>th</sup> graders
- Increased awareness of needs of transitioning students
- Increased ability to identify and value the role of upperclassmen as mentors to transitioning students
- Increased skill development that applies to other professional responsibilities

#### Enhanced School Environment

- Increased sense of connection to students and school
- · Increased involvement with school
- Increased staff expectation of students' responsibility for school climate

## Increased Attendance and Retention

- Decreased drop-out rate
- Increased school attendance
- Decreased truancy

## Improved Academic Performance

- · Increased graduation rate
- Decreased student failure (earning F's)
- Decreased disciplinary actions such as suspension and detention

## Improved Social Behaviors

Decreased student alcohol, tobacco, and other drug use

#### Improved School Climate

- Increased involvement and attendance at extracurricular activities
- Decreased violence at school (bullying and fights)
- Eliminate 9<sup>th</sup> grade hazing

#### Sustainable Positive School Climate

- Increased connection to and ownership of school community
- Increased school attendance

## Improved Social Responsibility

- Increased community service participation
- · Increased strength of citizenry
- Increased development of future community leaders
- Increased personal responsibility

## Sustainable Positive School Climate

- Improved leadership role within the school, district, and professional community
- Improved classroom instruction
- Experienced positive personal and professional transformations
- Shared responsibility for transitioning students' achievement between staff and students

## Positive and Productive Education Priorities

- Improved student performance
- Decreased student retention
- · Increased staff retention
- Strengthened contribution to future community
- · Increased funding opportunities
- Increased integration of Service Learning principles into school community
- Restored confidence in school as a positive participant in the community at large
- Improved school reputation within community

Schools Districts Community Parents Policy Makers

**Educators**