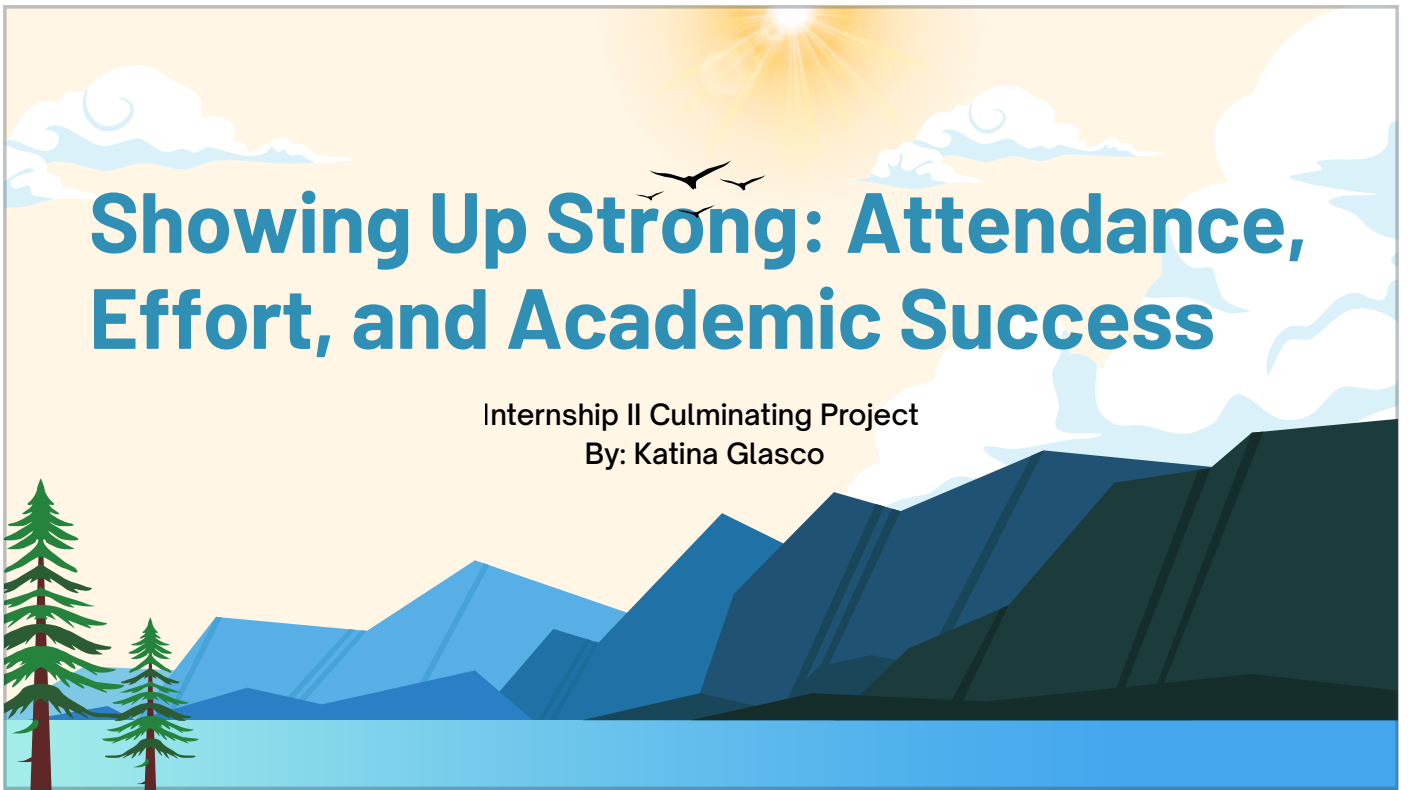
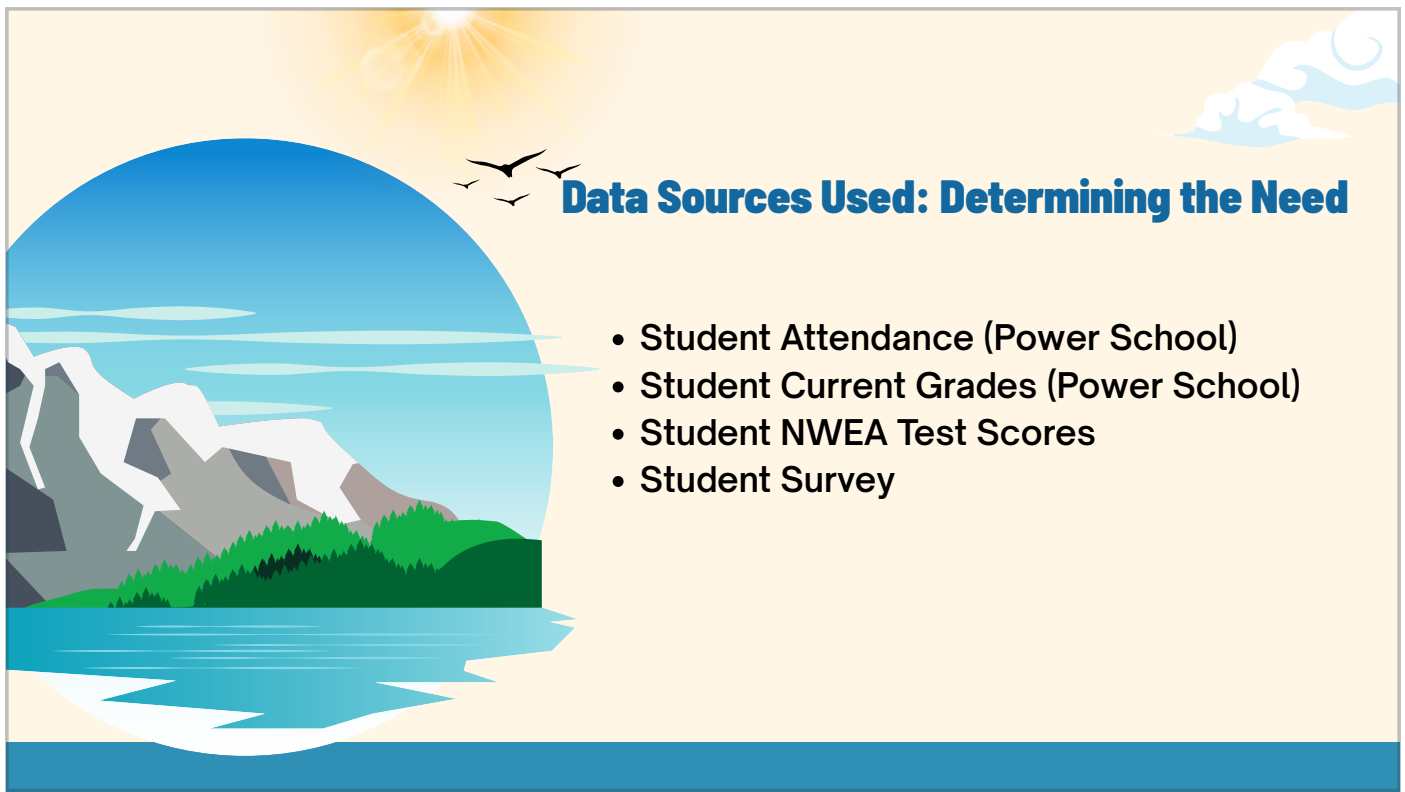
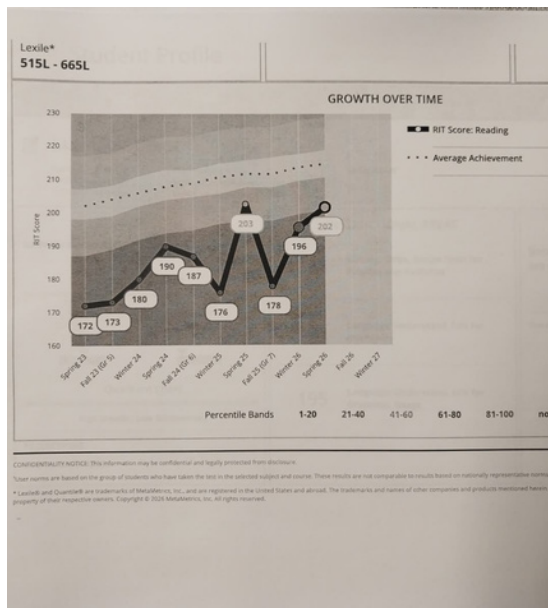




Good afternoon, this is my Presentation of my Culminating Project entitled, Showing Up Strong: Attendance, Effort, and Academic Success



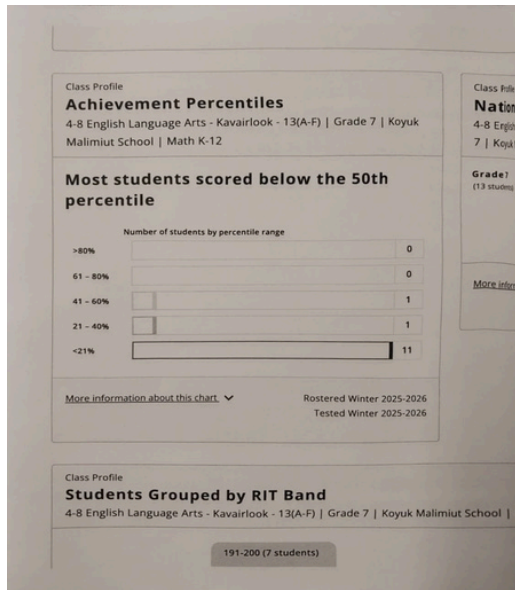
The data sources I used to identify and support the need for this classroom guidance unit include: individual student attendance rates and grades found in PowerSchool, MAP Class test scores and individual test scores from the NWEA, and a student survey and parent/guardian survey.



Student Reading Score

This is an individual test score that represents the reading scores over the last several school years for a participant that was included in the Classroom Guidance Unit.

Class Math Scores

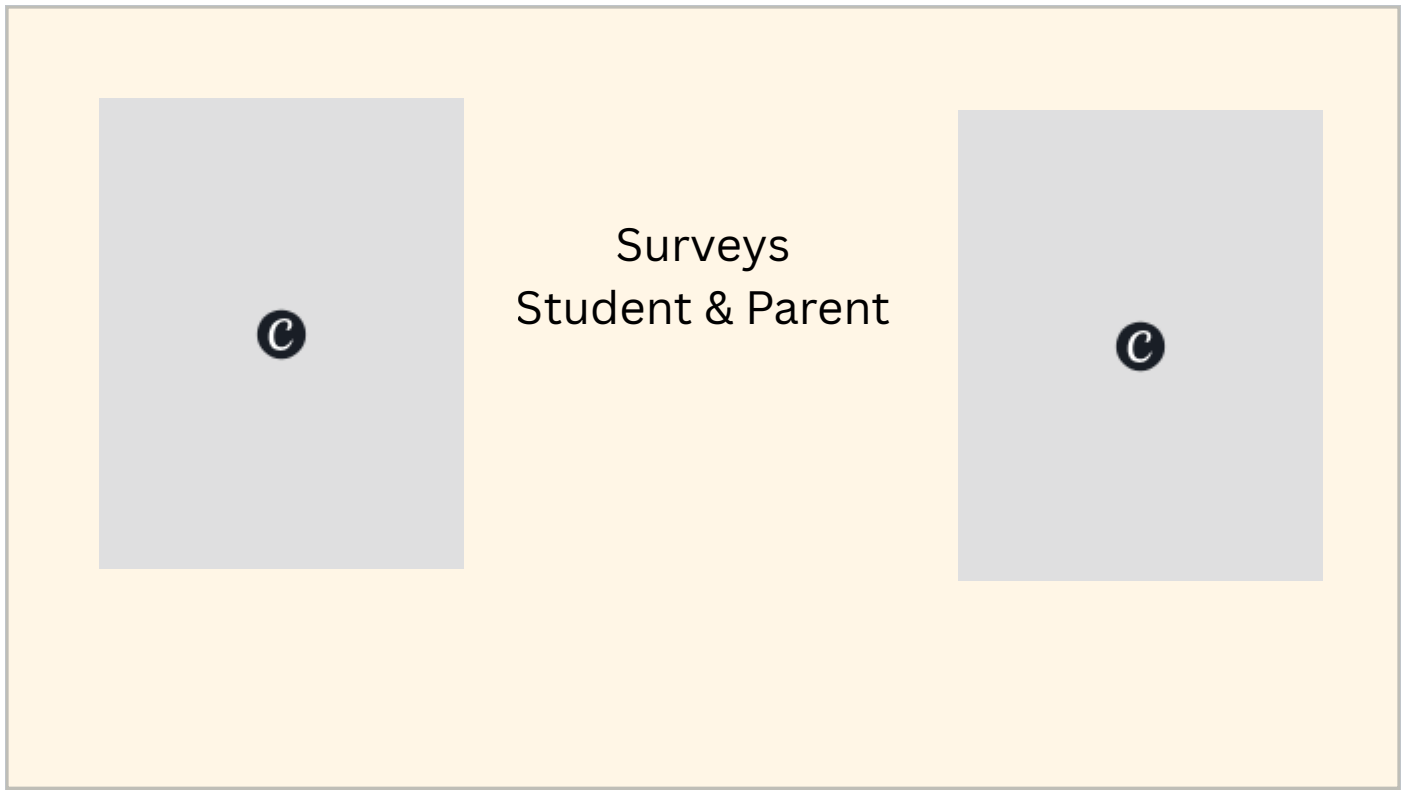


This document represents the entire 7th-grade MAP math scores from the previous school year. All 13 students were participants of the Classroom Guidance Unit as they are all in need of extra support and guidance.

NEEDS ASSESSMENT

- Student Survey
- Family Survey and Consent

For the needs assessment, I collaborated with students and parents/guardians via surveys. I also collaborated with the Solutions Team, which consists of the High School math teacher, the Principal, and myself.



This slide highlights both the Student and Parent/Guardian Survey used.

Classroom Guidance Lesson 1: Attendance, School, and Future You

Objective

Make connections between attendance and their future selves.

Opening Circle

Who is someone you know that you respect and why?

Group Discussion

How will showing up to school help you become that person?

Mini Lesson

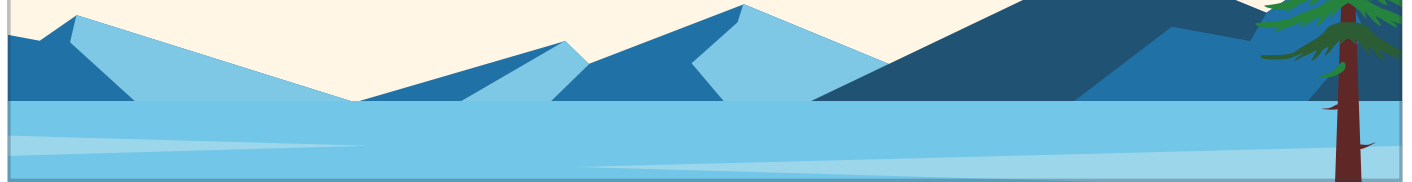
Explore how showing up is important in Inupiat culture. What happens if you don't show up? How does it impact the group?

Exit Ticket

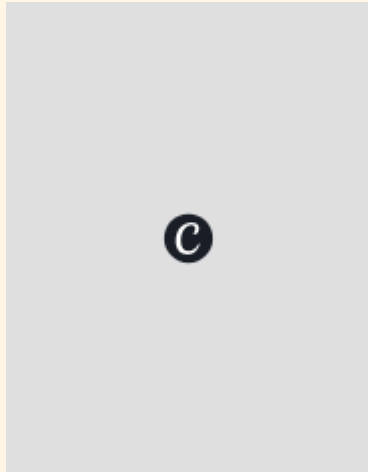
Write down 1 reason attendance is important to you.

Activity

Future Me (write/draw about their futures, careers, family, community,).



Here, students learn the importance of attendance as it relates to their futures and their role within their community. Discussion and a creative "Future Me" activity helped students think about responsibility and reflect on their goals and how attendance can help them achieve success. Students completed the lesson with a personal reflection on why attendance matters to them.



Lesson 1 Activity

This slide highlights the Worksheet and activities I used in Lesson 1.

CLASSROOM GUIDANCE LESSON 2: GRADES: WHERE DOES EFFORT FIT IN?

Objective

Recognize how effort affects grades & develop effort based strategies.

Opening Circle

Think of a time you really put effort into something (school, prep for hunting, chores, a hobby). What happened?

Activity

Scenario Sort: High Effort vs. Low Effort: How does effort change the outcome of a situation?

Group Discussion

What are some barriers that prevent you from putting in effort? (babysitting, hunting, travel, weather, etc). Plan for it.

Exit Ticket

One thing I will do to put effort into my schoolwork this week is.....

Here, students begin to understand how effort relates to their grades by making real-life connections between effort and results. They identify obstacles and ways to persevere through them in order to turn a quiz into a masterpiece. This lesson concludes with writing a promise to oneself to demonstrate effort throughout the week.

Lesson 2 Activity



This slide displays the Worksheet and activities used in Lesson 2.

Classroom Guidance Lesson 3: Problem-Solving Barriers with Attendance and School

Objective

Identify barriers & practice problem-solving & self-advocacy skills.

Opening Circle

What makes it hard to come to school sometimes?

Identify Barriers

Build a list (weather, dark, light, hunting, tired, tech, support)

Activity

Problem-solving steps (ID the problem, brainstorm options, pick one, act, role play)

Role Play

Self-advocacy (ask for help, ask for more time, explain your responsibilities).

Exit Ticket

Who are some people that can help you when life gets difficult?



Here, students explore examples of individual and community barriers that can impact attendance and school participation (weather, chores, lack of motivation). Students identify a basic problem-solving process and learn how to apply it to everyday challenges. Students practiced self-advocacy skills such as asking for help and communicating with teachers. Students learned that everyone encounters bumps in the road and how to recognize their support systems.

Lesson 3 Activity



This slide displays the Worksheet and activities used in Lesson 3.

Classroom Guidance Lesson 4: Goal Setting & Staying on Track: Make Your Plan

Objective

Identify personal attendance and academic goals and supports

Opening Circle

What is something you want to improve?

PACT Goals

Purposeful, Actionable, Continuous, Trackable

Activity

Make your plan (Attendance and Academic)

Exit Ticket

This week I will(one thing they will commit to this week.

Here students used this lesson to set personal attendance and academic goals and develop a plan for reaching those goals. Throughout the lesson, they worked to understand the importance of looking ahead, set simple and attainable goals, and identify ways to stay focused. Students ended the lesson by sharing their goals and committing to one thing they will do this week.

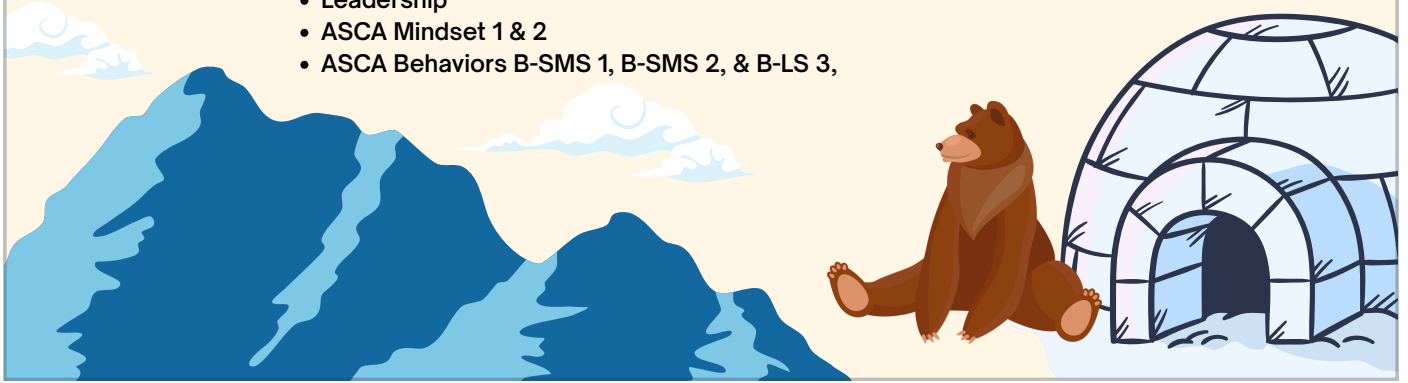
Lesson 4 Activity



This slide shows the Worksheet and activities used in Lesson 4.

AIA Specialty Standards & ASCA mindsets & behaviors

- Counseling Prevention & Intervention
- Diversity & Advocacy
- Assessment
- Research & Evaluation
- Academic Development
- Collaboration & Consultation
- Leadership
- ASCA Mindset 1 & 2
- ASCA Behaviors B-SMS 1, B-SMS 2, & B-LS 3,



The lesson was:

- Sequenced and preventative.
- Culturally responsive with rural Native Alaskan students in mind.
- Attendance, grades, participation, and test scores were used to track student progress.
- Data was collected before and after the lesson to show progress and/or needs for improvement.
- Supports student academic development via linking.
- Collaborated with students, family, and school personnel.
- Identified a schoolwide need.

LET'S TALK ABOUT CULTURAL SENSITIVITY

- Circle discussions respect Native ways of communicating
- Respect hunting/gathering lifestyle & caretaking roles
- Promotes ties to Elders
- Not using deficit language
- Teach via storytelling & sharing, not lecturing



Overall, this Guidance Unit incorporated respect for students' values, experiences, and strengths, making it culturally responsive to rural Native Alaskan Students. This lesson did not pathologize absences or grades, but rather showed understanding of barriers, strengths, and resilience.

PROJECT EVALUATION

- Quantitative Data
 - Attendance Records
 - Grades
 - Student Test Scores
 - Student Goal Setting
 - Student Reflection
 - Teacher Feedback

To assess the effectiveness of the Classroom Guidance Lessons, I used quantitative data, such as attendance and grades, and compared that data before and after the lessons. I also used the students' reflections and goal setting to see if students made a real connection to the lessons. I also verbally communicated with teachers to get their feedback on student progress.



Thank you!