

Level One Service Curriculum
Attendance Strategy High Schools
Employing Journaling Activities for Goal Setting

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Overview

CISNC Introduction

In the 14-15 school-year, Communities In Schools of North Carolina (CISNC) introduced a framework that aligns site and student metrics and interventions and supports to four areas that have been shown to have the greatest impact on student success: attendance, behavior, coursework, and parent involvement, or ABC+P. Both combined and individually, attendance, behavior, and coursework are among the best predictors of a student's academic success and on-time graduation. While collecting data around ABC+P is critically important to understanding the school and student, it is even more important to use the data to drive high impact intervention and support delivery to empower each student to reach their full potential. To this end, Communities In Schools of North Carolina has partnered with the SERVE Center at the University of North Carolina at Greensboro to design curricula specifically for CIS within the ABC+P framework to enhance student outcomes in school and success in life. This document is one of more than 50 modules developed to support local CIS staff and most importantly the students that are served. We encourage you to explore all of the modules available online at www.cisnc.org.

Using Evidenced-Based Strategies

There are a multitude of strategies that claim to address attendance, but there are few that actually do so for all students. We suggest that schools use an evidence-based, decision-making model to ensure that high quality information informs the decisions made.

The Institute of Education Sciences (IES) at the U.S. Department of Education defines evidence-based decision making as routinely seeking out the best available information on prior research and recent evaluation findings before adopting programs or practices that will demand extensive material or human resources (including both funding and teacher time) and/or affect significant numbers of students (Whitehurst, 2004).

Evidence-based practice means delivering interventions and supports to students (clients) in ways that integrate the best available evidence from data, research, and evaluation; professional wisdom gained from experience; and contextual knowledge of the particular classroom, school, district, or state that might impact the design or implementation.

This curriculum guide is written to provide you with attendance-related strategies based on the best evidence from prior research and recent evaluations in high schools. In the context of our review, we propose six strategies designed to help improve high school attendance:

- Monitoring Data strategy
- School-Family-Community Partnerships strategy
- Positive Behavior Interventions and Supports (PBIS) strategies (2)
- Character Education strategy

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- Service Learning strategy

This curriculum guide will focus on introducing a journaling activity that students can employ to explore college and career goals, develop actionable plans, and define character traits necessary for the achievement of those goals.

Problem/Rationale

Chronic absenteeism is one of the major problems faced by high school teachers and administrators. When students miss too many school days, it can negatively impact their academic achievement, be disruptive to classroom instruction as teachers have to shift attention to students who need to catch up with the rest of the class, as well as have a negative effect on the overall school climate. Students who do not attend school or will not attend school may be positively influenced by a stronger sense of engagement and belonging at school. Students who feel that adults in school care about them and value them may be more likely to attend school (Chang & Romero, 2008).

Promoting a school-wide culture and climate that encourages positive behaviors while reinforcing the school's expectations, including regular, on-time attendance, is one of the strategies that schools can use to influence student outcomes (Flannery, Sugai, & Anderson, 2009). By offering multiple opportunities for students to learn about, discuss, and enact positive social behaviors, schools have a unique opportunity to explain and reinforce the core values upon which academic success is based (U.S. Department of Education).

By offering multiple opportunities for students to learn about, discuss, and enact positive social behaviors, schools have a unique opportunity to explain and reinforce the core values upon which character is formed (U.S. Department of Education).

The literature suggests that students who set goals for themselves, including academic, social, and personal, may develop behaviors that lead to increased attendance, motivation, engagement, and self-regulation, and may do better in school (Epstein & Sheldon, 2002).

Purpose

The purpose of this lesson is to provide an overview of good character traits and introduce students to regular journaling habits as a way to set goals and plan actions steps. Students will:

- Understand the eight traits of character defined by the North Carolina Legislature: courage, good judgement, integrity, kindness, perseverance, respect, responsibility, and self-discipline.
- Use journaling to set academic goals (short- or long-term) and connect the goal to one or more character traits.
- Learn to plan action steps that will help the student reach his/her goal.

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Implementation Plan

This guide will provide suggestions teachers can use to integrate journaling time into classroom instruction to help students work at setting college and career goals, and developing action plans for achieving their goals. While the journaling activity can be integrated into any subject area, it is important that teachers allow time throughout the year to provide topical guides for journaling and to review and discuss students' goals, action plans and progress. Some schools take a cross-curricular approach, incorporating journaling into all coursework, while others may start by selecting a subject area that all students take (e.g., civics/history/ethics, or English) to ensure all students are engaged in this strategy.

Uses

Teachers can use the suggestions provided to introduce concepts of good character qualities to students and the implications for their long-term goals. Embedded within the discussion of some of the character education concepts (e.g., good judgement, integrity, responsibility, respect, self-discipline) will be the opportunity to connect the importance of good attendance toward achieving academic goals.

Audience

This guide is a resource for teachers to introduce character traits and integrate journaling strategies into classroom learning.

Activities

Character Education “is the deliberate effort to help people understand, care about, and act upon core ethical values” (Public Schools of North Carolina, 2001). Following are some examples of strategies schools can implement to increase awareness of character traits that may lead to increased positive behaviors and student engagement. Refer to the sample Lesson Plan for a lesson of the strategy highlighted.

- **Use journaling activities help students to reflect on character traits and apply their values and beliefs to the planning of academic and life goals.**
- Integrate character education into the school mission.
- Adults model examples of character traits by demonstrating behaviors with other adults and students.
- Integrate service-learning into the school culture.
- Engage parents by informing parents of school policy and practice related to character education and encourage discussions within families.

Materials/Equipment/Space

- Teachers will want to create a folder that includes inspirational quotes, cartoons, news articles, subject readings, and YouTube videos related to good character traits (see resource list for some examples).
- Students should have a dedicated spiral notebook or composition book for their journaling throughout the year. If students are in a one-to-one school, then teachers

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may choose to have students set up a folder for their journaling assignments. Students should have access to their journals at all times. If students, however, are not able to take laptops home or access folders from home, then use of a laptop for this activity would not be appropriate.

- Links to download resources and handouts to be used and/or shared during the activity can be found under the Resources section.

Time

Establish a journaling routine for students by allocating the first 3-5 minutes of classroom time for journaling before the lesson begins.

Allow 30 minutes weekly to engage in conversations about character traits.

Lesson Plan of Activity

Review the resources listed in the Resource section.

The lesson plan includes:

- Activating students' prior knowledge of character traits.
- Defining character traits.
- Understanding students' level of comprehension about character traits.
- Allowing students to reflect on character traits and apply their values and beliefs to planning academic goals.

Sample Lesson – Journaling for Goal Setting

The following sample is broken into three initial activities to allow time to introduce concepts, allow students to practice journaling assignments, and to engage in discussion of journal entries and character traits. The teacher can combine some of the activities as time allows, or choose to follow the breakdown of activities as noted below. Teachers may choose to do all of the initial activities within one week or across three weeks, depending on the class schedule and as time permits. This lesson should be introduced at the beginning of the semester.

After the initial activities, time should be allotted each week to ongoing assignment of journal topic and to engage in discussion of journal entries and character traits.

Activity	<i>Process Notes and Tips</i>
Activity #1: 50 minutes Define character and introduce character traits	<i>Let students know that the class will be discussing character traits.</i>
Ask students to think about someone they admire because they believe them to be of good character. This could be a family member, someone at the school	<i>Give students a few minutes to consider and record the person and some of the traits in their journal.</i>

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<p>or in the community, someone from history, or someone currently in the public eye (e.g., politician, entertainment, sports).</p>	
Activity	Process Notes and Tips
<p>Ask students to identify the traits.</p> <p>Ask for clarification from student if s/he seems uncertain about a trait.</p>	<p><i>Whiteboard or record in a PPT slide so that students can see responses.</i></p> <p><i>Check to see if the traits identified, cover each of the 8 traits identified by the North Carolina State Legislature in the Student Citizen Act of 2001 (SL 2001-363): courage, good judgement, integrity, kindness, perseverance, respect, responsibility, and self-discipline.</i></p> <p><i>Note: The language may not exactly match the terms identified by the NC State Legislature (at this time). This is okay; it is important that the identified terms encompass qualities of the traits and are terms students feel comfortable using.</i></p> <p><i>As you continue to discuss the character traits, you can bridge the vocabulary (e.g., “courage” for “guts” or “perseverance” for “grit” or “determination”).</i></p>
<p>Ask students if they see some traits that may have been described in different ways, or may mean the same thing as something else on the list.</p>	<p><i>If there is some duplication, discuss terminology. If there is consensus, it may be appropriate to adopt one term over another. Try to gain consensus in order to build a common lexicon.</i></p> <p><i>Record final list and post in the classroom.</i></p>
<p>Introduce the concept of journaling to develop goals and action plans in order to be successful.</p> <p>Research indicates that goal-setting is beneficial in:</p> <ul style="list-style-type: none"> • Achieving success • Increasing motivation • Improving self-regulation <p>Introduce the concept of SMART goals if necessary (see resource list).</p> <p>The initial focus for goal-setting should be on college and career planning.</p> <p>Ask students about their college and career interests. Integrate discussions with other strategies the school implements related to college and career readiness (e.g., where you went to college and how you selected the college you attended, what motivated you to choose the teaching profession, etc.)</p> <p>First journal assignment: Have students begin framing their college (and/or career) by recording at least one</p>	<p><i>Introduce the idea of a goals journal. The journal is for students to record their dreams, goals, action plans or strategies for planning their future. While students should feel free to use their journals for all types of goal planning, the initial focus will be about setting goals for college and/or career planning.</i></p> <p><i>Sharing journal entries with teachers may be optional, but students need to understand that there is an expectation that they do journal assignments at least weekly and that they will be asked to refer to their journal entries for class discussions.</i></p> <p><i>Students should be encouraged to share information from their journals with family members so that family members can support students in developing their college and career goals and action plans.</i></p> <p><i>Depending on time, this can be a classroom or a homework assignment. Plan to conduct a debrief of</i></p>

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<p>goal in their journal. Additionally, have students record reflections on character trait(s) needed to achieve the goal listed.</p>	<p><i>the first journal activity during the next weekly character education lesson.</i></p>
<p>Activity</p>	<p>Process Notes and Tips</p>
<p>Activity #2: 30 minutes</p> <p>First journal assignment debrief</p> <p>Ask for volunteers to share one goal and reflect on character trait(s) necessary to achieve the goal.</p> <p>Ask students if they had difficulty developing an initial goal.</p>	<p><i>Allow time for discussion. Set a tone of respect by recognizing and affirming value of students' goals.</i></p> <p><i>If students do not initially identify at least one character trait, ask them what character traits they feel are important to achieving their identified goal(s).</i></p> <p><i>Allow time to discuss any difficulties. If necessary, review the format of SMART goals. Encourage students to continue revising their goal(s) until they are happy with the way they have framed it/them. Also, remind students that goals are not etched in stone and that while they should plan realistic goals to work toward, that they can change their minds.</i></p> <p><i>If necessary, have a discussion about the difference between choosing to change paths/goals and giving up (see Michael Jordon video links in Resources section for inspiration).</i></p>
<p>Activity #3: 30 minutes</p> <p>Second journal assignment: Have students identify at least two action steps they can take during the school year that will help them achieve their stated goal.</p>	<p><i>Debrief initial action-planning assignment as with the initial goal-setting assignment.</i></p>
<p>Ongoing goal-setting/character traits journaling activities.</p> <p>Allow 30 minutes weekly to discuss journal assignments and engage in conversations about character traits.</p>	<p><i>Set one day of the week to be character education day so that students become accustomed to writing in their journals and working on their goals regularly.</i></p> <p><i>Spend a month or two working on academic/career-related goals as students may need to refine their goals and add goals to their list.</i></p> <p><i>In subsequent months, consider spending a month focusing on a different goal area, such as social, personal, or financial goals.</i></p> <p><i>Allow students to be part of the process of determining what types of goals to focus on each month. Relate goals back to character traits and student performance at school, including regular and on-time attendance, being prepared for class, planning and preparing for college, etc.</i></p> <p><i>Incorporate content area information into both goal-setting and character traits (e.g., discuss key people or characters in the field in terms of goals and character traits; allow students to research or hypothesize what</i></p>

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goals one must set to obtain a particular job and potential character traits – poet, biologist, physicist, politician, teacher, etc.)

Tier 2 Intervention and Support Examples

At the high school level, at-risk students can be engaged in more targeted and meaningful ways. Integrating regular attendance monitoring with mentorship and/or sports is among some of the strategies that have shown promise in addressing chronic absenteeism.

Example 1: Sports and Moral Character Development

Develop a structured program integrating daily attendance monitoring, sports participation and a class on moral character and leadership for students with attendance issues. The class would address moral character and examine ethical issues that students face on a daily basis, as well as require students to journal regularly about their experiences, participation in the program, and academic and career aspirations.

Marvual, J. N. (2012). If you build it, they will come: A successful truancy intervention program in a small high school. *Urban Education, 47*(1), 144-169.

Example 2: Teachers Mentor Students

Teachers can be invited to serve as one-on-one mentors for students with attendance issues. In their role as mentors, they could establish daily times for student check-ins and make special efforts during their interactions to encourage and develop the student's special interests and personal aspirations.

DeSocio, J., VanCura, M., Nelson, L. A., Hewitt, G., Kitzman, H., & Cole, R. (2007). Engaging truant adolescents: Results from a multifaceted Intervention pilot. *Preventing School Failure, 51*(3), 3-11

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Resources

The following resources are identified as part of the activity. Read through these resources carefully to become familiar with any concepts and instructions as they pertain to the content and activity.

- Public Schools of North Carolina. Character Education: Informational Handbook & Guide II. Retrieve from: <http://www.dpi.state.nc.us/charactereducation/handbook/>
 - 308 Quotes for the Classroom, pages 119-138
- Public Schools of North Carolina. Character Education: Informational Handbook & Guide. Retrieve from: <http://www.dpi.state.nc.us/charactereducation/handbook/>
 - Suggestions for Character Implementation and Development in High Schools, pages 65-66
 - Involving Parents, Businesses and Community, pages 77-89.
- Elias, Maurice. "Smart Goal Setting with Your Students". Retrieve from: <http://www.edutopia.org/blog/smart-goal-setting-with-students-maurice-elias>

The following optional resources provide additional information and concepts for sharing with others or expanding the activity. Read through these resources to become familiar with the information and to determine the level of usefulness within the school setting.

- Mindtools. Lock's Goal-Setting Theory: Setting Meaningful, Challenging Goals. Retrieve from: http://www.mindtools.com/pages/article/newHTE_87.htm
- Character.org. Retrieve from: <http://character.org/lessons/lesson-plans/>
- Character Counts. Retrieve from: <https://charactercounts.org/home/index.html>
 - Lessons and other free resources available when setting up an account.
- Brainy Quotes. Retrieve from: http://www.brainyquote.com/quotes/topics/topic_motivational.html
- EdGalaxy.com. Retrieve from: <http://www.edgalaxy.com/education-quotes/>
- YouTube Videos:
 - "Work Before Glory" (Michael Jordan), (1:04 mins.). Retrieve from: <https://www.youtube.com/watch?v=9n0w7F5hGYM>
 - "Failure" (Michael Jordan), (0:30 mins.). Retrieve from: <https://www.youtube.com/watch?v=45mMioJ5szc>
 - "Maybe You're Making Excuses" (Michael Jordan), (1.02 mins.). Retrieve from: <https://www.youtube.com/watch?v=PH8nTfxwByY>

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Measuring Success

Identifying outcomes and collecting data to measure the success of strategies implemented can help the school track quality of implementation as well as the effectiveness of these strategies. Following are some suggestions that schools may find useful to begin measuring success.

To assess student understanding of the character traits, ask students:

- To define character traits periodically.
- To highlight perceived character traits of people that the class may be reading about, whether a character in a novel, a person in history, someone relevant to the subject area content, or a person in the news.

To assess how students may be applying character traits into their thinking or planning, ask students to:

- Share some of their action steps for goal achievement and what character traits may be important in specific action steps.
- Write reflection statements about any changes in their thinking about:
 - Character traits.
 - Setting goals to plan for their future.
 - Achievement of any goals throughout the year.

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Appendices:

A. Glossary

B. References

C. Research Alignment

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Appendix A: Glossary

Following are some key terms used in the Attendance Curriculum Guides.

Average Daily Attendance (ADA) – is the presence of a student on days when school is in session. A student is counted as present only when he/she is actually at school, present at another activity sponsored by the school as part of the school’s program, or personally supervised by a member of the staff. ADA is based on the sum of the number of days in attendance for all students divided by the number of days in the school month. No state allotments are based on ADA (Public Schools of North Carolina, 2014).

Average Daily Membership (ADM) – is the total number of school days within a given term – usually a school month or school year – that a student’s name is on the current roll of a class, regardless of his/her being present or absent, is the “number of days of membership” for that student. Average Daily membership is a calculation using data from the Principal’s Monthly Report. The calculation uses the number of days in the school month and the number of Non-violation (NVIO) Membership Days (Public Schools of North Carolina, 2014).

Chronic Absenteeism – “is typically based on the total number of days of school missed, including both excused and unexcused absences” (Balfanz and Byrnes, 2012).

Excessively Absent – defined in some locales as missing 20 days or more of school (Balfanz and Byrnes, 2012).

Expulsions – Students who are expelled are to be withdrawn from school (Public Schools of North Carolina, 2014).

Germ (pathogens): types of microbes that can cause disease.

Hand hygiene - a general term that applies to routine hand washing, antiseptic hand wash, antiseptic hand rub, or surgical hand antisepsis.

Hand sanitizer – alcohol-based: for alcohol- based hand sanitizers, the Food and Drug Administration (FDA) (5) recommends a concentration of 60% to 95% ethanol or isopropanol, the concentration range of greatest germicidal efficacy

Hand washing: the vigorous, brief rubbing together of all surfaces of lathered hands, followed by rinsing under a stream of water. Hand washing suspends microorganisms and mechanically removes them by rinsing with water. The fundamental principle of hand washing is removal, not killing.

Influenza: a viral infection that attacks your respiratory system — your nose, throat and lungs.

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Lawful Absence – When satisfactory evidence of a lawful absence is provided to the appropriate school official, the absence should be coded as lawful (Public Schools of North Carolina, 2014).

Medically Fragile and Teacher-In-Treatment - The 1H absence code should only be used for students who have been identified as medically fragile or for students who are enrolled at one of the six Teacher-In-Treatment sites (Public Schools of North Carolina, 2014).

Microbes: tiny living organisms that may or may not cause disease.

School Refusal – refers to student absenteeism because of (short-term or long-term) emotional stressors related to school attendance (most common occurrence is in students aged 5, 6, 10, and 11) (American Family Physician).

Suspensions – The absence of a student which results from the suspension or expulsion of that student for misconduct may not be used for a compulsory attendance violation action (Public Schools of North Carolina, 2014).

Truancy – “typically defined as a certain number of or certain frequency of unexcused absences” (Balfanz and Byrnes, 2012).

Unlawful Absences – Students who are willfully absent from school without a lawful excuse are to be considered unlawfully absent (Public Schools of North Carolina, 2014).

Vaccine: A product that stimulates a person’s immune system to produce immunity to a specific disease, protecting the person from that disease. Vaccines are usually administered through needle injections, but can also be administered by mouth or sprayed into the nose.

Vaccination: the act of introducing a vaccine into the body to produce immunity to a specific disease

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Appendix B: References

- Balfanz, R., & Byrnes, V. (2012). *The importance of being in school: A report on absenteeism in the nation's public schools*. Baltimore, MD: Johns Hopkins University Center for Social Organization of Schools. Retrieved from https://ct.global.ssl.fastly.net/media/W1siZiIsIjIwMTQvMDgvMTUvMjE1dnkya3BzOF9GSU5BTENocm9uaWNBYnNlbnRlZWlzbVJlcG9ydF9NYXkxNi5wZGYiXV0/FINALChronicAbsenteeismReport_May16.pdf.pdf?sha=ffcb3d2b
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Appendix C: Research Alignment

Citation	Brief Summary of Strategy	Sample Size	Extent of the evidence	Implementation
<p>Bridgeland, J., Dilulio, J. & Wuslin, S. (2008). <i>Engaged for success: Service-learning as a tool for high school dropout prevention</i>. Washington, DC: Civic Enterprises.</p>	<p>Service-learning is an educational technique that incorporates community service into the academic curriculum. It differs from generic community service in that it has specific academic goals, is organized through schools, and involves reflection activities for the participants.</p> <p>Service-learning is most effective when it is well integrated into the curriculum. This integration is the key difference between service-learning and community service.</p> <p>Youth voice is essential. Students are best served when they play a significant role in identifying the community problem they want to address, designing the service initiative, and carrying it out. Meaning is key.</p> <p>Duration matters and service learning projects should take place during concrete blocks of time over the course of several weeks or months in order to maximize their effects.</p> <p>Service-learning instructors should incorporate regular progress monitoring and build reciprocal partnerships with community</p>		<p>One of the primary warning signs for future dropouts is poor attendance. Between 59 and 65 percent of high school dropouts missed class often during the year they dropped out, and 33 to 45 percent missed class often the previous year. The survey of students for this report indicates that service-learning would improve attendance.</p> <p>Eighty-two percent of students said that their feelings toward school would be more positive if they had more classes that incorporated service-learning. This figure is highest for students at low-performing schools (86 percent) and for African Americans (84</p>	<p>Service learning can take many forms, from individual projects in which students write children’s books about historical events and then read them to younger students, to group activities in which an entire class paints a mural depicting themes from their science class.</p>

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Citation	Brief Summary of Strategy	Sample Size	Extent of the evidence	Implementation
	<p>organizations.</p> <p>Curricular integration is enhanced by reflection activities like group discussions and journaling that challenge students to think critically about their experiences</p>		<p>percent).</p>	
<p>Flay, B. R. & Allred, C. G. (2003). Long-term effects of the Positive Action® program. American Journal of Health Behavior, 27(1), S6-S21.</p>	<p>Positive Action® (PA) is a comprehensive, integrated, holistic elementary school program designed to influence student behavior and performance. It includes a detailed curriculum with daily lessons, a school wide climate program, and family- and community-involvement components.</p> <p>Overall, the program improved achievement by 16-52% and reduced disciplinary referrals by 78-85% in 2 separate school districts.</p>	<p>A matched-schools design and school-level achievement and disciplinary data were used to examine program effects on middle and high school achievement and behavior. A large southeastern school district that had a significant number of elementary schools (n=93) that implemented PA for four or more years before the 1997-98 school year was chosen for the study. Multivariate and</p>	<p>Compared to low-PA schools, students in medium-PA high schools were 19-50% less, and students in high-PA schools were 28-63% less likely to engage in problem behaviors; 8% and 12%, less likely to be truant; and 17-23% less likely to be suspended.</p> <p>Compared to low-PA schools, medium-PA high schools scored 2-6% better, and high-PA schools scored 9-15% better than low-PA schools on 5 different standardized achievement tests.</p> <p>Low-PA HS schools (6) had 0-15% elementary PA graduates, medium (5) had 16-26% and high</p>	<p>Schools integrate the program units in a scoped-and-sequenced classroom curriculum and school-climate program. Classroom teachers present 15-20 minute scripted lessons (over 140 lessons per grade) involving stories, role playing, games, music, etc. almost every day. The school-wide program promotes the practice and reinforcement of positive actions in the entire school. The parent program includes weekly lessons that link the family to the school activities.</p>

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Citation	Brief Summary of Strategy	Sample Size	Extent of the evidence	Implementation
		univariate General Linear Models were used to analyze the sustained effects of the program on secondary school achievement.	(7) had 27-50%. No high school had more than 50% PA elementary graduates.	
<p>Office of Comprehensive Planning and School Support (2007). <i>Estimating relationships between program implementation and academic and behavioral outcomes: An evaluation of three models of character education in Maryland.</i> Baltimore, MD: Department of Education.</p>	<p>In 2002, the state of Maryland implemented three character education programs in schools across Maryland. Some schools implemented Second Step, some implemented a modified Likona model, and some implemented Character Counts! The Likona model and Character Counts! impacted high school students.</p>	<p>Likona Model: Study took place over 2 school years. 39 schools took part the first year and 40 the second. About 29,000 students took part. 9.3% were free or reduced lunch and <1% were LEP.</p> <p>Character Counts! Five school systems took part, for a total of 49 schools. 24,900 students were involved. 74% were white,</p>	<p>Likona Model: 79% of schools experienced increased attendance at an average of .38%; attendance was higher than the state average. 33% of schools experienced fewer suspensions.</p> <p>Character Counts! 62% of schools showed increased attendance rates. 48% showed decreased suspension rates.</p>	<p>Likona Model The Carroll County public school system emphasized values identified by a community survey in 1998. Each school improvement team developed a program based on its own needs.</p> <p>Central Activities:</p> <ul style="list-style-type: none"> - Adults modeling good character - Focus on leadership and staff development to change school climate and set positive examples, including bi-monthly character education/discipline committee meetings and 4 character education seminars; - Community outreach -

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Citation	Brief Summary of Strategy	Sample Size	Extent of the evidence	Implementation
		<p>21% African-American, 2.7% Hispanic, 1.2% Asian. 32% were free or reduced lunch and 1.8% LEP.</p>		<p>newsletter sent to 300 community organizations regularly, positive radio spots paid for by local businesses</p> <ul style="list-style-type: none"> - Student activities, including a 9th grade daily seminar, service learning, mentorships, motivational speakers <p>Character Counts! Not limited to implementation in schools but rather is a community-wide program whose purpose was to increase ethical behavior among children. Based on six character traits and focused on adults modeling high character. While the Character Counts! program was organized at the Easton headquarters and implemented across all five counties, its implementation varied district by district and school by school. Included activities for students such as a sports ethics program and an essay contest as well as</p>

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Citation	Brief Summary of Strategy	Sample Size	Extent of the evidence	Implementation
				activities individual to each school.