

Kenai Peninsula Borough School District

Mission Statement: The mission of the Kenai Peninsula Borough School District is to develop productive, responsible citizens who are prepared to be successful in a dynamic world.	
Vision Statement: We envision KPBSD students who engage in their learning, participate in their community, reach high levels of achievement, and graduate prepared for their future.	
Guiding Principles: Each student can learn and be successful. Every student is recognized as unique, valuable, and is treated with respect and dignity. Learning is a lifelong process. The educational environment is safe, engaging and purposeful.	
District Focus Area: 2.0 Organizational Excellence	
District Goal: 2.3 Professional Development and Compensation	School Name: Soldotna Montessori Charter School
<p>Current Reality: Our school has been implementing Conscious Discipline since 2011. This model is research-based and has evidence of transforming not only connections within school, but stretching out across the entire school community. Thirteen of seventeen current staff members have had formal training in this model. According to the results from our implementation rubric last year, 70 % of staff members reported implementation at the “Good” level. (The range of levels is absent, minimal, good, excellent) In order to maintain a positive school culture with high expectations for staff and students, we must continue to refine implementation the 7 Skills and 7 Components of Conscious Discipline as we continue to implement them at SMCS. In order to accomplish that objective, we must continue to provide professional development to our school family: staff, students and parents. Effective implementation of Conscious Discipline and the philosophy will yield consistency to our Montessori philosophy, to our mission, to our values that ultimately impact children and their social, emotional and academic growth.</p>	
<p>SMART Goal: By May 10, 2017, we will increase the number of staff implementing the Skills and Components of Conscious Discipline at the Good or Excellent Level as evidenced by self-reported performance on the Conscious Discipline implementation rubric.</p>	
<p>SMART = Specific, Measureable, Attainable, Responsible, and Time-bound</p> <p style="text-align: right;">Last Updated: 5/5/2017</p>	

Action steps should be listed in this column. Include: professional development, ongoing communication with stakeholders, progress monitoring, and mid-year adjustments.	Who is responsible for leading or coordinating this action step?	Timeline for updating	What will be the evidence the action step occurred, the data indicating progress, or the indicator of success?	Results, observations, or comments?
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Kenai Peninsula Borough School District

Rubric administered in fall and spring	Administrator		Rubrics completed and collated in fall and spring Results as of Dec 2016: Fall rubric completed by all staff May 2017: Spring Rubric completed by all staff	
Social skill building course developed for first three weeks of school with quarterly follow up sessions	Classroom teachers	First three weeks, quarterly	Students and staff will demonstrate increased understanding of the 3 brains states Results as of Dec 2016: All students and staff participated in daily social skills course during the first 3 weeks of school. May 2017: Classroom teachers conducted social skills lessons monthly for the school year.	
Monthly all-staff Conscious Discipline training	CDAT (Conscious Discipline Action Team)	Monthly	Classrooms will have physical evidence of the components of CD (safe place, friends and family board, we care center, etc) Results as of Dec 2016: Monthly staff meetings featuring one skill of CD. Classrooms have most components of CD established May 2017: All-staff training occurred at monthly staff meetings and Early-Release sessions	
School Bulletin Board with Conscious Discipline Skill of the Week with supporting classroom mini-lessons	Administrator Classroom Teachers	Weekly	Bulletin Board display changes weekly Results as of Dec 2016: Hall bulletin board has featured the weekly skill and all classroom teachers have presented mini-lessons for those skills	A weekly change of skills proved to be too often. We changed the bulletin board and the classroom lessons less frequently – to every 2-3 weeks.

Kenai Peninsula Borough School District

			May 2017: Hall bulletin board remained up all year with Skills changing every 2-3 weeks. All classroom teachers conducted new skill mini-lessons for each of the 7 skills of Conscious Discipline.	
Conscious Discipline Skill Bracelets. Wearing bracelets will be a visible reminder and a personal reminder to be conscious of the skill named on the bracelet.	Administrator		This is an optional activity for all staff students. Wearing bracelets will be a visible reminder and a personal reminder to be conscious of the skill named on the bracelet. May 2017: "Skill bracelets" for each of the skills of Conscious Discipline have been provided to staff and students	

District Goal Summary: The goal has been met.

District Goal Summary Reflection/Response: The Conscious Discipline skills have been embedded in instruction in all classrooms, included the special education resource room, and are modeled by staff on a daily basis. Self-reflection rubric data taken in the fall indicated 70% of the staff rated their own performance in the "good" to "excellent" range. In May, all staff self-reported moving from "minimal" to "good" or from "good" to "excellent" for most skills. 93% of staff self-report their performance for all 7 skills at the "good" or "excellent" levels.