

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: Kaleidoscope School of Arts and Science

Current Reality: Currently, our staff is comprised of a total of 37 consisting of our support and certified staff. We have 2 remaining founding members; 1 member who has been here for more than 10 years; 4 who have been on staff for 7 or more years; and thirty staff who are new to our school within the last five years. This dramatically impacts our practices, culture, and successful implementations that have made our school continue to provide excellence to all children and offer our community an exceptional school experience. In order to continue to deliver a balanced, highly effective approach, we must continue to provide connected professional development to our entire school family. During the summer of 2016, six of our staff participated in a week long institute to learn and become leaders for our school's continued practice and full implementation of the Conscious Discipline model. This model is research-based and has evidence of transforming not only connections within school, but stretching out across the community. This aligns to our school's mission in every facet. The full commitment and effective practice of these strategies and the philosophy will yield consistency to our model, to our mission, to our values and our 12 unique features that ultimately impact children and their social, emotional and academic growth. Because 81% of our school family are new, we are committed to comprehensibly and collectively establishing a common base of connectedness across our entire school family, starting with staff. We have experienced a common vision, approach and commitment to the whole child through a whole family approach yields great success. Together, we will accomplish greatness!

SMART Goal: By May 19, 2017, we will increase the number of our staff school family implementing the Skills and Components of Conscious Discipline at the good or excellent level as evidenced by self-reflection and self-reported performance by using the Conscious Discipline implementation rubric.

SMART = Specific, Measureable, Attainable, Responsible, and Time-bound

Last Updated: 5/30/2017

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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?
Overview and Conscious Discipline Brain Model; Introduction to C.D.; Professional reading from "Creating the School Family"; use of songs to reinforce how to practice with classroom families and as an entire school	CDAT (Conscious Discipline Action Team) and modeled by school safekeeper, Principal	By the end of August	Basic understanding of the 3 brain states by school family; beginning use of 'commitments' by school staff family	We have a full staff commitment that was modeled daily during our 1 week start up/professional training week. We have committed to one broad school staff family commitment weekly. 100% of school staff family have participated.
Focus on the use of Composure	CDAT (Conscious Discipline Action Team) and modeled by school safekeeper, Principal	By the end of October	Participate in webinar on "power of perception" as a school staff family; use of S.T.A.R.; professional dialogue and practice of Composure as outlined in the reading	We participated in the webinar and have implemented S.T.A.R. in more than 50% or classroom settings including special area classes.
Expand to Encouragement	CDAT (Conscious Discipline Action Team) and modeled by school safekeeper, Principal	By the end of November	Use of Greetings, 'Kindness' tree, Friends and Family, and 'Jobs' as a school staff family; Consult with Amy Speidel as to the progress of our school staff implementation; revise as needed*****Amy Speidel return to train entire staff for 2 days*****	Pushed pause to evaluate our progress as a staff implementation. Consulted with and practiced with our trainer at the end of November. Will rewind to continue practice of both composure and encouragement more consciously by modeling

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				as a CDAT and helping support full classroom implementation.
Focus on how to use positive Assertiveness	CDAT (Conscious Discipline Action Team) and modeled by school safekeeper, Principal	By the end of January	Understanding the Power of Attention; Use of Conflict Resolution Time Machine; Practicing 'tone'	Opened the second semester with designated Safe Place for use by all students in the hall. Engaged as a staff in a video training session on Assertiveness. Provided guides and easy tips for using rituals to establish 'Family' as staff and in classrooms including Wish Well, Modeling daily Connections, Message, Commitment, Jobs, Kindness tree.
Power of Choices	CDAT (Conscious Discipline Action Team) and modeled by school safekeeper, Principal	By the end of February	Possibly provide a Family Night to teach and share strategies of how/why composure and encouragement and choices are building blocks for success. Webinar on "Power of Free Will"	Continued use of Safe Place in 9 of 12 homeroom classes and 2 of 4 special area classes. Continued to model CD rituals at staff meetings. Did not hold a Family Night, but rather shared strategies at parent teacher conferences. Will need to use the Webinar in the future.
Positive Intent	CDAT (Conscious Discipline Action Team) and modeled by school	By the end of March	Use of positive 'rituals' and creation of a Celebration Center for school staff implementation of positive intent	This was timely as we were in the midst of heavy lifting discussions as a staff and with our APC regarding budget

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	safekeeper, Principal			reductions. The CDAT team along with the principal used weekly reminders of positive intent to encourage and model this from staff. It was a huge challenge for most as many felt budget restrictions felt personal or were directed personally. Our reflection is that we need to continue with Positive Intent.
Empathy	CDAT (Conscious Discipline Action Team) and modeled by school safekeeper, Principal	By the end of April	Understand and practice using “power of acceptance” and a practice of “seeing the best” in others	The integral nature of Positive Intent, Empathy and Consequences was sandwiched into one for these last few tough months of staying focused as a school family. We had staff participate in a post individual growth reflection rubric. This was refreshing to see that there was significant growth, and still possibility for further growth in the coming years.
Consequences	CDAT (Conscious Discipline Action Team) and modeled by school safekeeper, Principal	By the end of May	Practice and use of class meetings that include intentional focus on the elements of the Conscious Discipline and School Family Model	

*****Note: This month by month plan was adapted from the resources from Loving Guidance Inc. with permission.

District Goal Summary: Progress being made, goal not yet achieved.

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District Goal Summary Reflection/Response: The data collected indicated personal growth and growth as a staff. Of the teachers who completed both fall and spring surveys, there was the most development in the areas of Composure and Encouragement. In the other areas, staff tending to stay in the minimal to good implementation range. We discussed as a group that this really starts with the individual. It must come first from within before others can also absorb and apply the strategies. It is about how am I helping through my breathing, emotional state, body language, etc. We discussed we are not at full implementation or full buy-in as a staff family. There is importance in the transformation in deliberation and thoughtful permission for the pause as a staff. Reflection and giving more time to learn, practice, self evaluate, and continue will help strengthen all of our staff family. We are making strides, but are still working through it. It is what it is, and we accept that we are where we are. We look forward to continued focus on this important work.