

We All "Played" A "Part"

Campbell Elementary 2008-2009

Campbell Elementary School is a Pre-K through 6th grade neighborhood school. Our population hovers around 425 students which come from a variety of social/economic backgrounds. This year, we welcomed a new Special Education Pre-school Program. Campbell is staffed with 18 classroom and 5 special education teachers as well as approximately 25 additional specialists and support staff.

Our inquiry question asked the following... "How can Campbell Elementary School learn the key concepts of Dr. Becky Bailey's Conscious Discipline and implement it as an embedded instructional philosophy?"

Our school began the year off with providing the book "Conscious Discipline" by Dr. Becky Bailey to each staff member. Staff were exposed to videos of Dr. Bailey discussing each key point in her program. Discussions between colleagues were held weekly during both grade level planning and staff meetings. Staff were encouraged to discuss and reflect on what was/was not going well in and out of the classroom. Time was given for colleagues to work together and expand and/or tweak what was going on in their rooms (depending on classroom needs). Brain Gym activities as well as innovative ideas were shared often. A 3-credit class, taught by school AEIN leaders, ("Implementing School Improvement through Network Learning") was offered and 15 staff members are currently participating. 13 staff members signed up for and attended a 2 day Dr. Becky Bailey class offered at the Captain Cook. A team of 3 went to the ASSETS Fair and came back to share how well Conscious Discipline fit in with not only building student ASSETS but also with the School Districts Social and Emotional Learning Standards. Several times through out the year the staff got together to revisit our Logic Model and see where our school was at. We then, as a staff, made goals to help us continue progressing towards answering our Inquiry Question.

Our logic model is working out great so far. Our school has become proactive instead of reactive when it comes to conflict resolution. Teachers are using the professional development time given to bounce ideas off one another and reflect back upon what did and didn't work. Teachers are seen modeling concepts and strategies that have been taken from the Conscious Discipline book, videos, and classes. Students are using the language in and out of the classroom to help them solve problems and get back into the 'learning zone' faster. Teachers report that more academic learning is going on due to the fact that there is less time spent on conflict resolution and more time on school work.

The Campbell Elementary School Logic Model recognizes that school improvement is a three element process. These three distinct and important elements are Context, Process, and Content. Our logic model is child centered and based on social emotional research. Our team supports the concept that a complex individual mind will open to information after emotional and social needs are met. During the 2009 school year we implemented several contextual and processing strategies; the six keys to a healthy classroom, conscious discipline, and supporting resiliency. The project team believes that focusing on creating safe relationships with the students will allow for deeper student understanding in the areas of content.

The following survey analysis will analyze our program growth in the three elements of school improvement; *context, process, and content*.

Through networking with other schools in and out of the AEIN network and being able to discuss the positiveness Conscious Discipline has had on our schools, as a whole, Dr. Becky Bailey was brought up to Anchorage for a 2 day seminar. Due to the networking of so many schools, the workshop was sold out very quickly,

Networking with other schools has also helped our school become better at reflecting on new learnings and feel more comfortable with sharing not only successes but also set-backs.

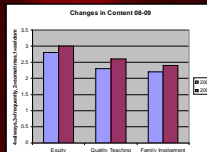
There has become a multi-layered effect in the area of roles and leadership in our school. More and more students have become 'self' leaders in the area of taking care of their own needs both academically and emotionally. Teachers and staff have taken on the leadership role of handling issues in the classroom through using Conscious Discipline. Students are encouraged to participate in "Restorative Justice" instead of detentions. This helps build a sense of self and connection to the school. Mediators have taken on a stronger role of leaders due to the fact that the population as a whole has started to use common language to diffuse conflicts. Everyone has/is learning that they have a voice and can self-monitor one's own need.

Networking across the AEIN Network has opened doors for leadership in the area of our 3 credit class, Ninging with other districts, a future cultural exchange with Chevak, and other staff members becoming more directly involved in being school leaders for the AEIN Network.

All three measurement areas increased in 2009 by an average of 0.4 points



All three measurement areas increased in 2009 by an average of 0.2 points



All six measurement areas increased in 2009 by an average of 0.4 points

