

Annual Report 2025

Indiana Principal Leadership Institute

June 2025

Prepared by

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Director

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IPLI By the Numbers

1138 +

Teachers have participated
with their principals

436,533

Directly Impacted Students

29,475

Directly Impacted Teachers

175

INTENSIVE
PROFESSIONAL
DEVELOPMENT
HOURS FOR
EACH
PRINCIPAL

694

Principals

1044

Action Research
Completed

932

School Focused
Studies



Cohort 11 graduated April 2025

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2025 IPLI Annual Report



Letter from the IPLI Director

As we reflect on the past year, I am filled with immense pride and gratitude for the remarkable progress and achievements of the Indiana Principal Leadership Institute. Our collective efforts have driven significant advancements in school leadership, yielding positive outcomes for our schools and enhanced student achievement.

This year's Annual Report highlights our key initiatives, milestones, and the impact of our program. From instituting action research to transformative leadership training, IPLI has continued to empower leaders and foster collaboration across the State of Indiana.

Our commitment to excellence and innovation remains unwavering. We have expanded our reach to our elite graduates, engaged with various communities, and strengthened our partnerships to address the most pressing challenges of our time. The dedication and passion of our principals, partners, and mentors have been instrumental in our success.

As we look ahead, we are excited to build on this momentum and continue our journey toward creating a more sustainable and prosperous future. Together, we will navigate the complexities of school leadership and drive positive change in our schools.

IPLI appreciates the support of the Indiana General Assembly for your unwavering support and engagement. We look forward to another year of growth, collaboration, and impactful leadership.

A handwritten signature in blue ink that reads "Kelly A. Andrews". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Kelly A. Andrews, Ed. D.



IPLI's Strategic Plan

IPLI MISSION

IPLI supports Indiana principals with research-based professional development to enhance leadership, school culture, and the learning capacities of their schools.

IPLI VISION

IPLI will be a recognized model of intensive professional development & networking for Indiana school leaders, fostering an environment grounded in research to elevate leadership and support improved outcomes for all.

Values and Beliefs

- *Fostering ongoing personal leadership capacity that leads to a focus on school capacity is imperative to continuous improvement.*
- *Action research is the primary tool IPLI educators use to analyze, problem-solve, and reflect on their work.*
- *IPLI is committed to providing an ongoing, continuous improvement network.*
- *Collaborative school culture is the foundation for school improvement.*
- *IPLI provides opportunities for ongoing leadership support for graduates and their schools.*
- *Partnerships are critical to IPLI's success.*

Outcomes

All graduates of IPLI should know and be able to:

- Understand themselves as a leader and create a **Vision for Leadership**
- Lead their schools as a **Professional Learning Community**
- Serve as a **Learning Leader** in their schools; and
- Provide a **Safe, Supportive, and Collaborative Culture**

• WHAT ARE THE COMPONENTS OF IPLI?

- Mentoring
- Principal Leadership & School Assessments
- Leadership Seminars
- Regional Cohort Meetings
- Professional Networking
- Accessible Resources for All Indiana Principals
- Personal and School Improvement Plans
- Teacher Collaboration
- Expert leaders



IPLI supports principals and their teams' work by providing trained mentors and alternating whole-group seminars with monthly meetings that focus on regional cohorts throughout the calendar year. In Year One, the focus is on increasing the principals' leadership capacities. In Year Two, principals invite two teacher leaders to join them, creating mini-school improvement teams that improve their schools' learning capacities.

IPLI is fortunate to attract speakers throughout the two-year program, which includes international and nationally best-selling authors and educators in our field. Learning from the best is a meaningful opportunity for each of our principals.

Keynote Speakers 24-25



- Dr. Joe Sanfelippo – Summer 2024
- Dr. Todd Whitaker – MU Professor
- Annette Breaux – Ed. Consultant
- Kim Campbell – Ed. Consultant
- Dr. Mario Acosta – Marzano Inc.
- Dr. Phil Warrick – Marzano Inc.
- Dr. Nate Regier – The Next Element
- Dr. Ryan Donlan – ISU Professor
- Dr. Rhonda Roos – Ed. Consultant
- Dr. Steve Gruenert – ISU Professor
- Dr. Patrick Hardy – Summer 2025

With special national and internationally known keynote speakers in the summer to kick off each new year, the Indiana Principal Leadership Institute (IPLI) maintains a consistent feature throughout the two year journey: nine educational authors/expert educational leaders who participate annually. This shared experience and access to expert speakers, fosters a common language of learning among the principals who engage with IPLI.

IPLI Advisory Board 2021–2025

Representing	2021-2025 Board Members
Indiana Secretary of Education Appointment	Anna Shults Chief Academic Officer, IDOE <i>AnShults@doe.in.gov</i>
Practicing public school principals	Aretha Britton , Principal, Rhoades Elementary MSD Wayne Township, Indianapolis <i>Aretha.britton@gmail.com</i> Ryan Langferman , Principal – Milan High School, Milan <i>Ryan.Langferman@milan.k12.in.us</i>
Members of the General Assembly	The Honorable Andy Zay , Indiana State Senator <i>Senator.Zay@iga.in.gov</i>
Experts in administration, supervision, curriculum development, or evaluation are faculty members at a state-supported university.	Dr. Steve Gruenert , Professor, Indiana State University Department of Educational Leadership <i>Steve.Gruenert@indstate.edu</i>
Practicing school superintendents	Rob Moorhead , Superintendent, South Ripley School Corporation <i>rmoorhead@sripley.k12.in.us</i>
Parents of public-school-age children	Dr. David Hoffert , Superintendent, Warsaw Community Schools <i>dhoffert@warsawschools.org</i>
Practicing public school teachers	Kelly Amos , Elementary Teacher at Richmond Community Schools <i>kellya@rcs.k12.in.us</i>
Members of the business or industry community	Rick Burger , Duke Energy, Terre Haute <i>Richard.burger@duke-energy.com</i>

Ex Officio's:

Dr. Todd Bess, Executive Director,
Indiana Association of School
Principals

TBess@iasp.org

Dr. Robert Taylor, Associate
Executive Director, Indiana
Association of Public School
Superintendents, Indianapolis
rtaylor@iapss-in.org

TBA, Government Relations Executive
Director, Indiana State University

The Honorable Greg Goode, Indiana
State Senator
Senator.Goode@iga.in.gov

IPLI Leadership Team

Dr. Brent Bokhart – Assistant Superintendent,
Crawfordsville Schools

Amy Linkel – Director of Student Learning,
Switzerland County Schools

Mike Pinto – Principal, James Cole
Elementary, Tippecanoe School Corporation

John Pearl – Principal, Battle Ground
Elementary, Tippecanoe School Corporation

Christy Merchant – Principal, Greenwood
Middle School, Greenwood Community Schools



Leadership Development Specialists

Emily Tracy – Superintendent, Brown County Schools

Dr. Ryan Donlan – Professor & Ed.S. Program Director, Indiana State University

Dr. Steve Gruenert – Professor & Ph.D. Program Director, Indiana State University

Dr. Brad Balch – Dean, Bayh College of Education, Indiana State University

1. Activities of the Institute

Cohort 11

In the second year of the Indiana Principal Leadership Institute (IPLI) program, each participating school formed a team consisting of the Principal and two teacher leaders. These teams conducted a comprehensive study of their schools using Dr. Steve Gruenert's **School Culture Survey** and the **High-Reliability Schools (HRS) Framework**, focusing on three foundational levels: a **Safe and Collaborative Culture**, **Effective Teaching in every Classroom**, and a **Guaranteed and Viable Curriculum**.

Through data collection and analysis, teams identified their schools' strengths and areas that needed improvement. Based on these findings, they designed and implemented action research projects aimed at enhancing instructional practices and overall learning capacity.

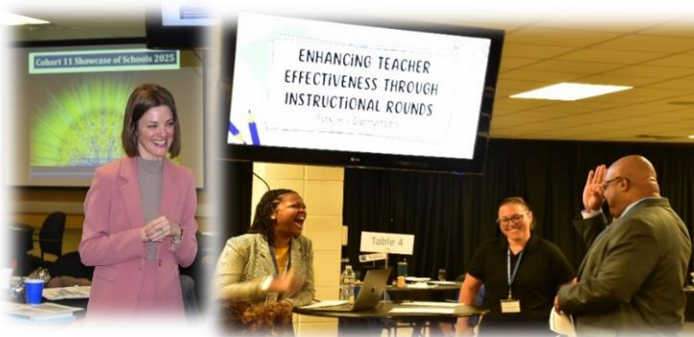
A total of 42 action research projects were completed and published on the IPLI website, showcasing innovative strategies and measurable outcomes. Select projects demonstrating exceptional impact have been encouraged to be presented at the Indiana Association of School Principals (IASP) Fall Conference in November 2025.

The two-year IPLI experience concluded with a formal celebration and graduation ceremony honoring the dedication and accomplishments of participating school leaders and their teams.

Showcase of Schools Topics

- HRS 1 - Safe, Supportive, & Collaborative Culture
- Celebrating Success
- Communication
- Decision-making
- PLC's

- HRS 2 - Effective Teaching in Every Classroom
- Instructional Framework
- Instructional Rounds
- Model of Instruction
- Professional Development
- Vision of Instruction



School Teams presenting
Action Research

Cohort 12

In their first year, principals participated in regional cohorts designed to provide coaching in action research and foster professional networking. Ten cohorts met monthly, each guided by an experienced mentor.

A total of 38 principals and mentors participated in a collaborative study of leadership behaviors designed to enhance student achievement. Through leadership inventories and self-assessments, participants identified their strengths and areas for growth. Based on these insights, each Principal designed and implemented a six-month action research project.

As Cohort 12 completed their first year, participants have had the opportunity to experience the leadership expertise of Dr. Nate Regier, Dr. Todd Whitaker, Dr. Steve Gruenert, and Dr. Rhonda Roos, equipping principals with the knowledge, tools, and mindset needed to lead effectively on a more meaningful foundation for leadership. By combining the depth and insights of the **Process Communication Model and the School Leader Paradigm**, principals in Cohort 12 researched ways to gain a clearer understanding of their leadership identity, enhance their communication and relationship-building skills, and gain knowledge on how to manage stress and foster a positive school culture.

Action Research Showcase Topics

- **Communication**
- **Goal Setting**
- **Managing Stress and Distress**
- **Mapping My Day**
- **Meeting My Needs**
- **Reflections**
- **Time on Task**



Principals presenting Action Research 10

Leaders Learning Together Series for IPLI Graduates

The Indiana Principal Leadership Institute (IPLI) continuously refines its two-year program based on feedback from principals, mentors, teachers, leaders, and superintendents. This commitment to continuous improvement ensures that IPLI remains responsive to the evolving needs of school leaders across Indiana.

In July 2019, IPLI launched IPLI Extended, a specialized professional development initiative designed for program graduates. Since its inception, IPLI Extended has offered

graduate seminars and opportunities for IPLI alums to engage in sessions, fostering collaboration and continued learning beyond the initial two-year experience.

As the IPLI Extended program evolves, the **Leaders Learning Together Series** remains a cornerstone of graduate engagement. Alums are encouraged to bring teachers and administrators from their schools to promote shared leadership and school-wide growth.

To support both current participants and graduates, IPLI has, over the past several years, underwritten the cost of the keynote speaker at the Indiana Association of School Principals (IASP) Fall

Professionals Conference. This sponsorship ensures access to nationally recognized thought leaders for all Indiana principals, a benefit we hope to continue in the future. Notable, in 2024, 30% of all principals attending the conference were IPLI graduates and participants, reflecting the program's broad and lasting impact.

Looking ahead, IPLI will continue to explore and develop additional professional development opportunities tailored to the needs of Indiana's school leaders, reinforcing its mission to grow and sustain effective leadership across the State.



2. Data on the Number of Individuals Trained

386- Elementary Schools

124 - Middle/Junior High

98 - High Schools

63 - Junior/Senior High

9 - K-12 Schools

4 - K-8 Schools

2 - PreK

1 - 4 - 12 Schools

7 - Public Charter

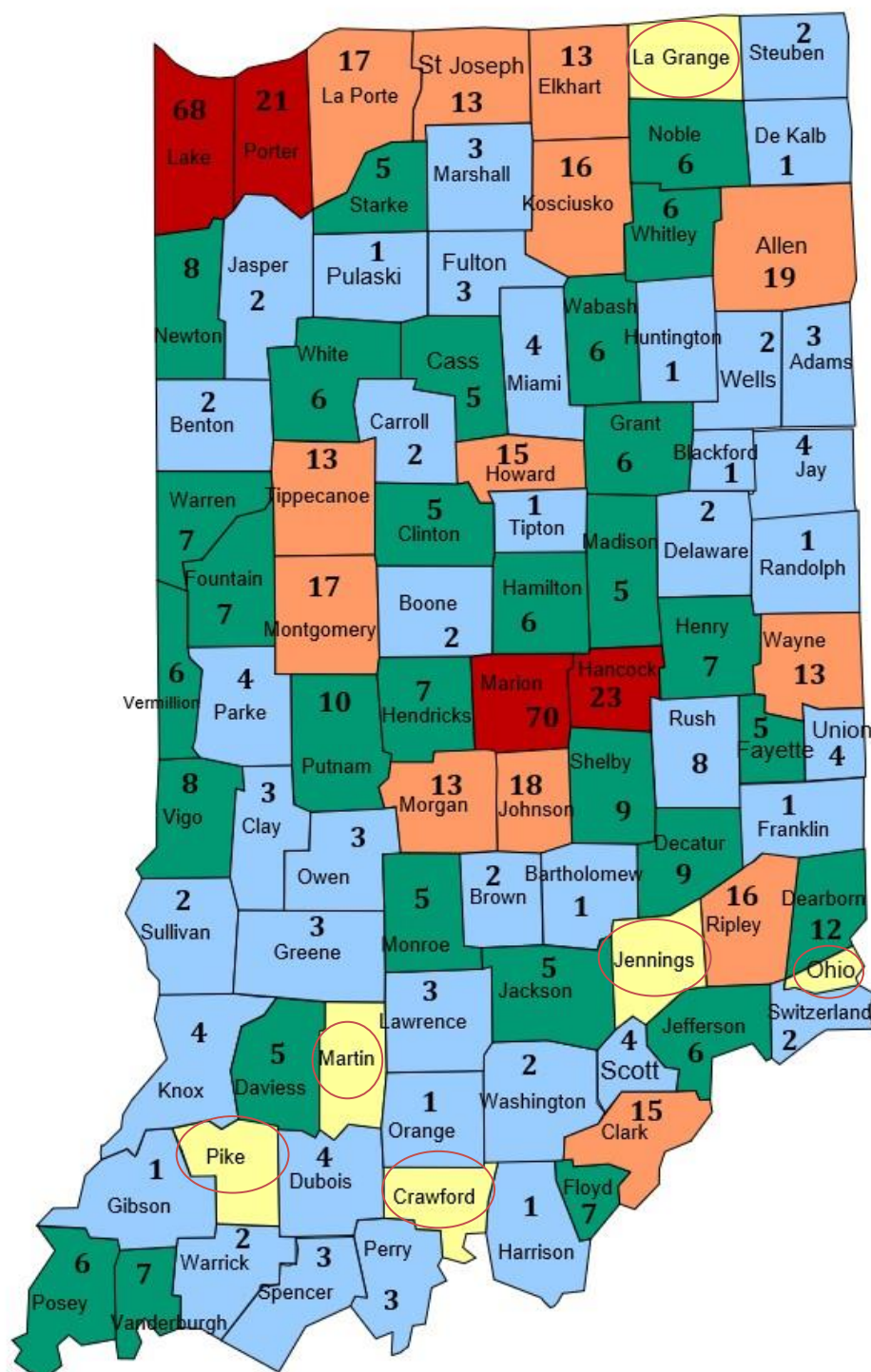
Cohorts

1-13

2013 – 2025

of Principals served in each county

6 Counties yet to serve



Indiana Principals & Schools Served

Cohort 11 2023-2025	Cohort 12 2024-2026	Cohort 13 2025-2027
<ul style="list-style-type: none"> ➤ 43 Principals ➤ 10 Mentors 	<ul style="list-style-type: none"> ➤ 38 Principals ➤ 10 Mentors 	<ul style="list-style-type: none"> ➤ 49 Principals ➤ 11 Mentors
BUILDING LEVELS	BUILDING LEVELS	BUILDING LEVELS
<ul style="list-style-type: none"> ➤ 21: Elementary Schools ➤ 9: Middle / Junior ➤ 3: Junior / Senior ➤ 9: High Schools ➤ 1: K-12 Schools 	<ul style="list-style-type: none"> ➤ 21: Elementary Schools ➤ 7: Middle / Junior ➤ 4: Junior / Senior ➤ 4: High Schools ➤ 1: Intermediate School 	<ul style="list-style-type: none"> ➤ 27: Elementary Schools ➤ 9: Middle / Junior ➤ 5: Junior / Senior ➤ 7: High Schools ➤ 1: PreK Schools
FREE & REDUCED	FREE & REDUCED	FREE & REDUCED
<ul style="list-style-type: none"> ➤ 0.0%–19%: 0 schools ➤ 20%–29%: 7 schools ➤ 30%–39%: 6 schools ➤ 40%–49%: 5 schools ➤ 50%–59%: 3 schools ➤ 60%–69%: 7 schools ➤ 70%–79%: 2 schools ➤ 80%–89%: 4 schools ➤ 90%–100%: 3 schools 	<ul style="list-style-type: none"> ➤ 0.0%–19%: 2 schools ➤ 20%–29%: 8 schools ➤ 30%–39%: 5 schools ➤ 40%–49%: 10 schools ➤ 50%–59%: 3 schools ➤ 60%–69%: 4 schools ➤ 70%–79%: 4 schools ➤ 80%–89%: 3 school ➤ 90%–100%: 0 schools 	<ul style="list-style-type: none"> ➤ 0.0%–19%: 4 schools ➤ 20%–29%: 1 schools ➤ 30%–39%: 6 schools ➤ 40%–49%: 12 schools ➤ 50%–59%: 9 schools ➤ 60%–69%: 9 schools ➤ 70%–79%: 6 schools ➤ 80%–89%: 1 schools ➤ 90%–100%: 1 schools
ACCOUNTABILITY	ACCOUNTABILITY	ACCOUNTABILITY
<ul style="list-style-type: none"> ➤ A: 16 schools ➤ B: 8 schools ➤ C: 13 schools ➤ D: 3 schools ➤ F: 1 school 	<ul style="list-style-type: none"> ➤ A: 11 schools ➤ B: 13 schools ➤ C: 8 schools ➤ D: 4 schools ➤ F: 2 schools 	<ul style="list-style-type: none"> ➤ A: 16 schools ➤ B: 17 schools ➤ C: 12 schools ➤ D: 1 school ➤ F: 3 schools

IPLI Direct Impact (Cumulative)	IPLI Indirect Impact
Total # of Principals Impacted <ul style="list-style-type: none"> •Year 1: 56 •Year 2: 108 •Year 3: 174 •Year 4: 239 •Year 5: 298 •Year 6: 347 •Year 7: 408 •Year 8: 472 •Year 9: 522 •Year 10: 568 •Year 11: 609 •Year 12: 647 •Year 13: 694 	<ul style="list-style-type: none"> • Access for all Indiana educators to IPLI Action Research Projects completed by principals and school teams: www.indianapli.org • Access to IPLI resources: www.indianapli.org
The total # of Teachers Impacted <ul style="list-style-type: none"> •Year 1: ~ 3,222 •Year 2: ~ 5,701 •Year 3: ~ 8,202 •Year 4: ~10,753 •Year 5: ~13,162 •Year 6: ~15,527 •Year 7: ~18,019 •Year 8: ~20,630 •Year 9: ~22,458 •Year 10: ~24,434 •Year 11: ~26,229 •Year 12: ~28,030 •Year 13: ~29,475 	<h3 style="text-align: center;">Partnerships</h3> <ul style="list-style-type: none"> • Indiana State University, Bayh College of Education, Educational Leadership Department • Indiana Association of School Principals • Indiana Association of Public School Superintendents • Kahler Communications Inc. • The Next Element, Inc. • Marzano Research Inc. • MSD Lawrence Township • School Pictures with Class
The total # of Students Impacted <ul style="list-style-type: none"> •Year 1: ~ 49,396 •Year 2: ~ 84,138 •Year 3: ~122,221 •Year 4: ~159,098 •Year 5: ~193,574 •Year 6: ~229,827 •Year 7: ~265,591 •Year 8: ~303,350 •Year 9: ~324,554 •Year 10: ~350,594 •Year 11: ~372,727 •Year 12: ~414,739 •Year 13: ~436,533 	<h3 style="text-align: center;">Impacting</h3> <p>~ 2,200 Indiana Principals ~ 75,000 Teachers ~1,200,000 Students</p>

3. An Analysis of the Extent to which the Purpose of the Institute has been Accomplished

"Effective principals orient their practice toward focused instructional interactions with teachers, building a productive school climate, facilitating collaboration and professional learning communities, and strategic personnel and resource management processes" (Grissom et al., 2021, p. xviii). Each of these skills and tools is embedded in the IPLI curriculum. The impact of the IPLI's two-year study journey is evident to principals and superintendents, as reflected in exit survey ratings at the end of Year 1 and the two-year program for both groups.

In **Year 1** of the IPLI experience, principals embark on a journey of self-discovery and foundational leadership development. Two key frameworks guide this process: **The Process Communication Model (PCM)** and the **School Leader Paradigm**.

PCM is a powerful tool used to enhance communication and relationship-building skills. It helps principals understand their personality structure and how they interact with others under both normal and stressful conditions.

The School Leader Paradigm emphasizes that effective leadership begins with self-awareness and personal mastery. It focuses on self-reflection, a growth mindset, and leadership dispositions.

IPLI integrates both models by helping principals explore who they are as individuals and how their beliefs, values, and behaviors influence their leadership.

By combining the introspective depth of the School Leader Paradigm with the interpersonal insights of PCM, IPLI Year 1 equips principals with a robust foundation for leadership. Our goal is for each Principal to acquire a clearer understanding of their leadership identity, enhanced communication and relationship-building skills, and tools to manage stress and foster a positive school culture.

In **Year 2**, IPLI shifts its focus from personal leadership development to systemic school improvement. Beginning the journey, principals engage in a deep exploration of their schools' culture using Dr. Steve Gruenert's **School Culture Survey**, which provides valuable insights into the prevailing norms, values, and beliefs within their school communities. The **High-Reliability Schools (HRS) Framework**, developed by Dr. Robert Marzano, serves as the foundation for this work, providing a structured pathway for schools to become more effective, reliable, and student-centered. IPLI is introducing the **School Leader Paradigm** to complement the HRS Framework in Year 2, helping leaders act on the leading indicators of the framework through strategic leadership behaviors.

IPLI primarily focuses on the first three levels of the HRS framework as a foundational guide to school success. Principal teams assess their schools' current status in each area and identify priorities for growth. Utilizing data-driven reflection to evaluate their school's reliability level, principals implement targeted action plans with the support and guidance of IPLI mentors, working to build sustainable systems that support teaching and learning.

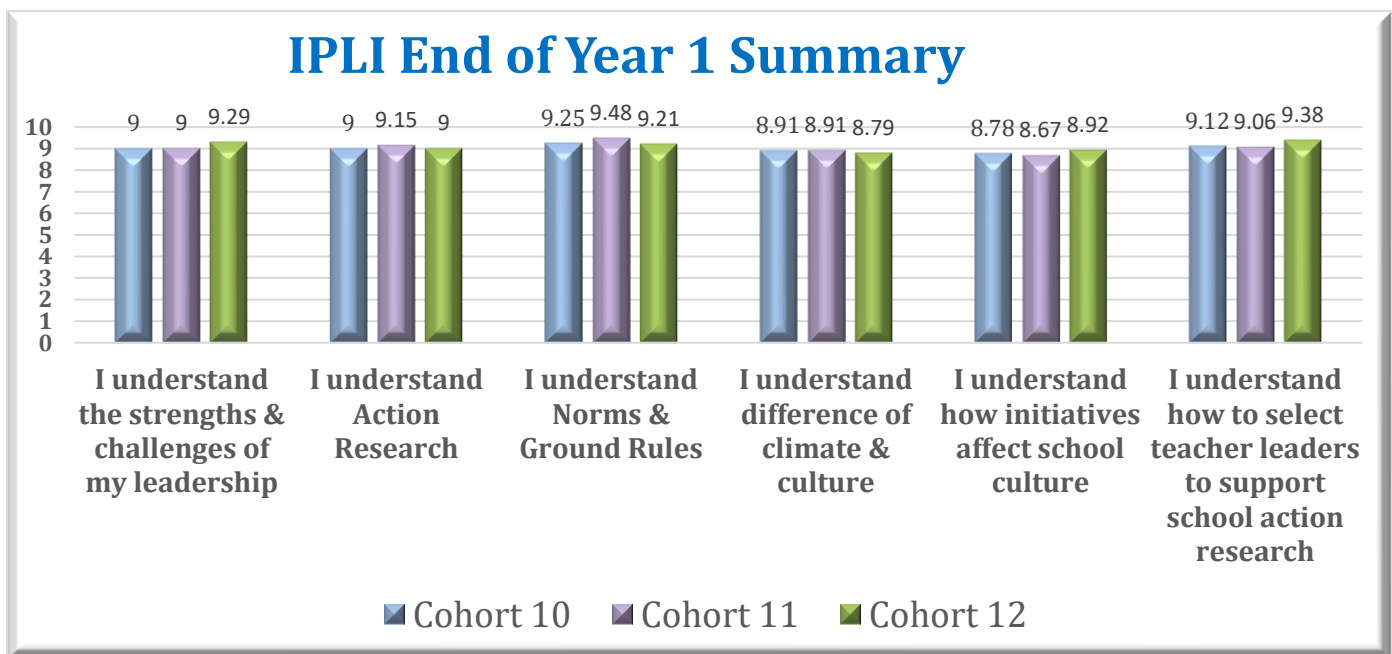
Utilizing the High-Reliability Framework in IPLI Year 2 provides a research-based, multi-level structure and pathway for pursuing improvement across fundamental areas of our schools. This approach encourages schools to continually measure and self-assess the results of their work,

thereby creating systemic, sustainable change. The "Doing" side of the School Leader Paradigm aligns well with the HRS framework as both emphasize actionable leadership practices that drive school improvement.

The following data substantiates IPLI's dramatic impact on school administrators and their schools, both personally and professionally, as principals indirectly influence school results by enabling others to achieve more. However, research suggests that it takes up to five years to fully stabilize and improve the teaching staff, as well as implement comprehensive policies and practices that positively impact its performance (*Center for Public Education*). Therefore, it is imperative to allow principal and school growth to materialize over time after planting the seeds of knowledge.

The IPLI approach is a research-based opportunity for principals to acquire skills and tools to elevate their practice to a higher level of effectiveness. Indiana principals are poised to be learning leaders, leading-learners.

Grissom, J. A., Egalite, A. J., & Lindsay, C. A. (2021). How principals affect students and schools. *Wallace Foundation*.

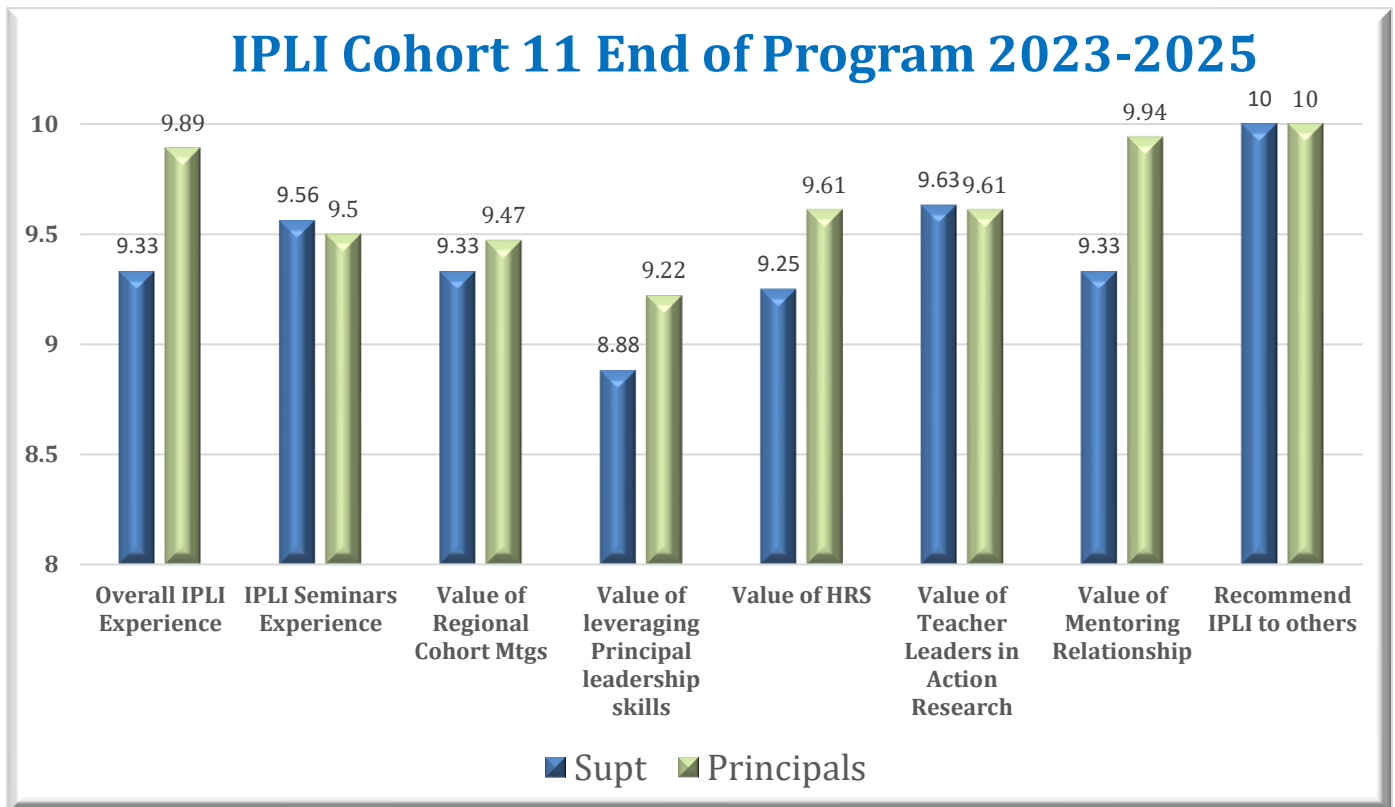


Principals

Principal Commentary

- This is an extremely valuable experience.
- I have gained a great deal from the experience, including valuable knowledge and professional connections.
- Great learning and networking experience.
- Getting the opportunity to focus on your leadership capacity is rare, and having the structured program was very beneficial.
- Yes. I learned a great deal and enjoyed speaking with other principals from outside my area.

- The networking and connection with other principals alone are worth the experience. Also, the action research has genuinely helped me improve as a leader.
- Continue to model activities or utilize tools that foster a sense of trust and culture to take steps forward as a school to enhance student learning.
- Yes, I would recommend IPLI to other principals, as it helps you learn to solve problems within your building since each school is unique.
- It is a great way to network, build capacity, and get support in a demanding profession.



Superintendents:

Survey data from Superintendents not reflected in the chart:

The impact of IPLI on increasing principals' leadership capacity: $M=9.33$ with an SD of .82.

Value of financial commitment: $M=9.63$ with an SD of .7

Superintendent Commentary:

- This program has a lasting impact on principals' leadership, vision, and goal-setting. Collaboration is particularly helpful with principals, as they can discuss issues and benefit from mentorship from other principals. IPLI provides a tremendous service to our students and teachers.
- I find the program of high value.
- IPLI offers high-quality professional learning opportunities and effectively utilizes mentors to provide personalized ongoing support. I have seen tremendous growth in our Principal.
- I love IPLI!

- IPLI provides principals with exposure to new ideas and a statewide network of peers that will prove invaluable throughout their careers.
- Continue the partnership with Marzano.
- Thank you for continuing to assist and prepare principals beyond their coursework and day-to-day experiences. It is appreciated.



Too often, principal development has been neglected in the K–12 educational community. The Indiana Principal Leadership Institute (IPLI) has filled this critical void through connection with world-class professional development centered on the specific needs of Indiana principals. I feel fortunate to be involved in the program as a mentor and now serving on the Advisory Board. I have been impressed to see the positive impact on the participants' schools resulting from the professional collaboration among principals and the action research process in motion. I am fully aware that the investment in principals through the IPLI process is an investment in Indiana's educational future.

**Dr. David Hoffert, Superintendent,
Warsaw Community Schools**

IPLI has been an outstanding professional development experience for me, and I feel that I benefit from the experience just as much as the principals I work with. I have been able to establish new professional connections and bring back valuable insights to help improve my district, which is an additional benefit in my role as a mentor for IPLI.

**Rob Moorhead, Superintendent, South Ripley
Community Schools**



Principals are the key to successful schools. We must commit to the growth and development of each Principal in our State. This investment will lead to success for our students and faculty. IPLI is the key to the success of Principals. The Indiana Principal Leadership Institute is an example of our State's EXCELLENCE> Thank you, IPLI!"

Dr. Shawn A. Smith, Superintendent, MSD of Lawrence Township

...our schools have benefited from enhanced instructional leadership provided by our building principals. IPLI principals are exposed to an action research process that enables them to become more reflective and focused on their own needs and growth, as well as the needs of their staff and students.

Dr. Scott Hanback, Superintendent, Tippecanoe School Corporation



As a principal, the Indiana Principal Leadership Institute has provided me with an elite level of professional development, enhancing my leadership capacity as a building administrator. Transitioning into the mentorship role for IPLI Cohort 10, I am grateful for the opportunity to guide other Indiana Principals, sharing the leadership skills provided through IPLI. I will continue to hone my leadership skills to help sustain and grow the extraordinary professional development that IPLI has built over the years, supporting Indiana principals and schools.

**Jennifer Griffin, Principal, Edgar L. Miller Elementary School, Merrillville
Cohort 8, Mentor Cohort 10**



There is no more remarkable professional development or professional learning network for the school principal than IPLI.

**Chad Rodgers, Principal,
West Lafayette Jr. Sr.
High School,
West Lafayette
Cohort 3, Mentor Cohorts
7, 9, & 11**

I cannot begin to quantify the positive impact of being an Indiana Principal Leadership Institute (IPLI) mentor. Each group has contributed to my professional skills and enhanced my awareness of the challenges and rewards of being a principal. Undoubtedly, the professional development offered by IPLI is unparalleled. World-renowned keynote speakers make me think, reflect, change, and grow. I always leave each session feeling tired from stretching my thinking but satisfied by many laughs, a deeper understanding of myself, and an appreciation for what I have and do on a daily basis. IPLI has also bolstered my confidence by placing me in situations where I work side by side with brilliant educational-building leaders, all working together toward a common goal. I am a better leader because of IPLI. I am a better colleague because of IPLI. I am a better person because of IPLI.

**Mike Pinto, Principal
James Cole Elementary School, Lafayette
Cohort 2, Mentor for Cohorts 4, 6, 8, 10,& 12
Member of the IPLI Leadership Team**



I am deeply grateful for the professional opportunities that have allowed me to learn alongside fellow administrators. Together, we explored strategies to enhance our effectiveness as educational leaders while fostering positive relationships within a supportive network for coaching and guidance.

**Veronica Eskew, Ed.S.
East Chicago Urban Enterprise Academy
East Chicago Schools – Cohort 4, Extended #1,2,3,&4.**

COORDINATION OF PROGRAMMING:

One of the salient features of IPLI being based at Indiana State University is the opportunity for participants in each cohort to take graduate-level coursework that aligns with the IPLI curriculum.

Four courses have been identified within the Ed. S. program for principals to elect to take at a significantly reduced cost through the Office of Extended Learning and Bayh College of Education's Educational Leadership Department.

Some participants in the courses become enrolled in the Ed. S. program of studies at ISU, matriculating into this higher-level degree at ISU. Others transfer the courses to other Indiana universities and colleges.

Indeed, the pursuit of continued learning is offered to promote the growth of every Principal and is attributed to the focus on the learning development of IPLI.

The following table shows the number of IPLI participants who have taken the four courses from 2013 to 2025.

1. EDLR 751	Administration of School Personnel	239
2. EDLR 710	Social Foundations of Leadership	222
3. EDLR 608	School and Society	174
4. EDLR 683	Leadership for Learning: Curriculum, Instruction, and Assessment to Support Improved Student Performance	157



INDIANA NEW ADMINISTRATOR LEADERSHIP INSTITUTE (INALI):

Recognizing the need for support and professional development for new school administrators, assistant principals, and deans, IPLI, the Indiana Association of School Principals (IASP), and the Indiana Association of Public School Superintendents (IAPSS) partnered in 2014 to create the Indiana New Administrator Leadership Institute (INALI).

Modeled after IPLI, INALI is funded through district contributions, grants, and support from IASP. IASP coordinates the program by providing mentors for small regional groups and seminars in both Cohort years. Since its inception, over 770 new principals, assistant principals, & deans have received the knowledge, skills, and mentoring they need to be successful new leaders. In 2024–25, IASP has added a spring seminar to support the new administrators as they grow into leadership. In July, INALI will begin its 12th cohort.

INALI BENEFITS OF PARTICIPATION:

Participation in INALI includes the following benefits:

- Two years of membership in IASP;
- Two years of state conference attendance;
- Two years of professional development seminars in Indianapolis (July, September, February, & April);
- Two years of mentoring by a retired or practicing administrator;
- Two years of regional cohort meetings with a mentor and regional group;
- One-on-one school visits by a mentor (fall and spring of each year);
- 60 PGP points for each year of participation. Completion of INALI fulfills Indiana Mentor & Assessment Program (IMAP) requirements.

Together, INALI, IPLI, and IPLI's *Leaders Learning Together* series provide an aligned system of support for school administrators to lead highly effective schools.



Innovations in IPLI for the 2025-2026 School Year

The upcoming school year presents significant opportunities for the Indiana Principal Leadership Institute (IPLI) to continue supporting school leaders as they navigate increasingly complex educational environments. With renewed energy and a steadfast commitment to excellence, IPLI remains dedicated to serving principals and school districts to the highest level.

In the 2024-25 academic year, Cohort 12 began its leadership journey, while Cohort 11 successfully completed the program. In response to the evolving needs of today's school leaders, IPLI continues to refine its programming to better align with current challenges and opportunities. Feedback from participating principals and superintendents continues to affirm the value of IPLI's approach—particularly the impact of action research projects, which were prominently showcased during the April seminar.

Cohort 11 Principals & Teacher Leaders



Proposed innovations for the Indiana Principal Leadership Institute (IPLI) include a more intentional integration of the School Leader Paradigm with the Process Communication Model and Marzano's High-Reliability Schools Framework. Building on the foundation of action research, the Indiana Principal Leadership Institute (IPLI) will continue to position its work as a research-based professional development initiative, ensuring that its practices remain grounded in evidence and reflective inquiry.

Additionally, IPLI will expand opportunities for breakout sessions that allow principals and teachers to engage in in-depth discussions on building-level topics that directly impact the daily responsibilities and challenges faced by school principals.

Since 2018, IPLI has played a significant role in advancing academic achievement among school leaders. Twenty-five Ph.D. recipients and nearly half of all Ed.S. graduates from ISU during this period are IPLI alumni. Through its partnership with ISU, IPLI will continue to provide coursework that enables principals to pursue advanced degrees and explore new professional pathways. As Dr. Steve Gruenert, founder of the IPLI Design Team and an ISU Professor, affirms, *"IPLI Grows Leaders!"*

Looking ahead, Cohort 13 will launch in the summer of 2025, marking the beginning of a two-year journey focused on leadership development and school improvement. This cohort will also incorporate new opportunities designed to foster professional growth and innovation.

The IPLI Director and Leadership Team will continue to maintain a strong presence in the broader educational community through active participation in conferences, regional study councils, scholarly publications, and ongoing collaboration with Indiana State University.

IPLI, with the support of its significant partnerships and the Indiana General Assembly, continues to lead the nation in innovative principal support, as evidenced by participant testimonials and endorsements from superintendents. IPLI remains committed to making a lasting, positive impact on school leadership and student success, anticipating another year of growth, learning, and transformation.



4. A Proposal for a Program and Budget for the Two Years

The following tables provide an overview of the focus and activities for each cohort over the next two years.

Year 1 – Focus on the Principal

Month	Focus/Activities	Speakers
July: 2 days	Two-Day Summer Seminar: <ul style="list-style-type: none"> • Understanding action research • Leadership development • Regional focus-cohort meetings • Identify a mini AR project 	<ul style="list-style-type: none"> • Dr. Kelly Andrews – <i>Overview of IPLI</i> • IPLI Leadership Team- on behalf of Dr. Nancy Dana <i>Overview of action research & mini AR projects</i> • Leadership Keynotes – Dr. Patrick Hardy – 2025 Lead Where Learning Lives, • Leadership Keynote – Dr. Todd Whitaker – What Great Principals Do Differently
August	Regional Focus-Cohort Meetings: <ul style="list-style-type: none"> • Share the progress of mini AR projects • Hot topics/issues 	
September	Seminar- Focus on Principal as Instructional Leader: <ul style="list-style-type: none"> • Leadership development with Leadership Profile and other assessments • Building-level hot topic sessions • Share mini AR • Regional focus-cohort meetings- start developing the leadership AR project 	<ul style="list-style-type: none"> • Dr. Nate Regier – <i>Mindset Shifts that Will Transform How We Look at Personality & Leadership</i> with Dr. Ryan Donlan and Ms. Emily Tracy
October	Regional Focus-Cohort Meetings: <ul style="list-style-type: none"> • Continued development of the leadership AR project • Hot topics/issues 	
November	Seminar- In conjunction with the IASP Conference: <ul style="list-style-type: none"> • Leadership AR development & identification– data collection to begin • Attendance at the State conference on Sunday, Monday, and Tuesday • Regional focus-cohort meetings 	<ul style="list-style-type: none"> • IASP Leadership Keynotes: Sunday, Monday, and Tuesday – TBD each year • Concurrent sessions: Monday and Tuesday
December	No meetings	
January	Seminar- Focus on Principal as Instructional Leader: <ul style="list-style-type: none"> • Leadership development with Leadership Profile and other assessments • Building-level hot topic sessions 	<ul style="list-style-type: none"> • Leadership Keynote – Dr. Rhonda Roos – The Deliberate and Courageous Principal • Dr. Steve Gruenert –The Art & Science of Selecting Team Members for School Improvement

Month	Focus/Activities	Speakers
February	Regional Focus-Cohort Meetings: <ul style="list-style-type: none"> • Progress report on individual Leadership AR project • Begin analysis of data • Hot topics/issues 	
March	Regional Focus-Cohort Meetings: <ul style="list-style-type: none"> • Progress report on individual Leadership AR project • Continued analysis of data and project synthesis • Hot topics/issues 	
April	Seminar – Action Research Showcase: <ul style="list-style-type: none"> • Leadership development • Understanding and shaping school culture • The results of the AR leadership project shared by the Principal in the AR Showcase • Reviewing school culture data • Continued discussion on the selection of teacher-leaders • Building-level hot topic sessions 	<ul style="list-style-type: none"> • Dr. Kelly Andrews – <i>Overview of IPLI Year 2</i> • Dr. Steve Gruenert – <i>School Culture Rewired</i>
May/June	Regional Focus-Cohort Meetings: <ul style="list-style-type: none"> • Selecting teacher-leaders for Year Two • Analyzing culture data • Using AR as part of a continuous learning cycle for school leaders • Hot topics/issues 	



IPLI Leadership Team



Dr. Nate Regier



Dr. Todd Whitaker



Dr. Steve Gruenert



Dr. Rhonda Roos

IPLI Year 1

Keynote Speakers

Year 2 – Focus on the School

Month	Focus/Activities	Speakers
July: 2 days	Two-Day Summer Seminar: <ul style="list-style-type: none"> • Leadership for school improvement- Principal and Teacher-leaders • Critical Commitments to improve schools • Analyze Level 1 HRS™ data • Share Leadership AR projects with the new cohort • Identify the mini Team AR SIP project 	<ul style="list-style-type: none"> • Leadership Keynotes –TBA 2026 • Dr. Mario Acosta, Marzano Research, <i>The Journey to Becoming a Professional Learning Community – HRS 1-Safe and Collaborative Culture</i> • Dr. Steve Gruenert & Dr. Ryan Donlan for Teacher Leaders– <i>Developing UnCommon Sense on Your School Culture</i>
August	Regional Focus-Cohort Meetings: <ul style="list-style-type: none"> • Progress report on team mini-Team AR projects • Analyzing data for school improvement planning • Hot topics/issues 	
September	Seminar: <ul style="list-style-type: none"> • Share the results of the mini Team AR SIP project • Critical Commitments to improve schools • Analyze Level 2 HRS™ data • Development of the Team AR SIP project • Building-level hot topic sessions • Regional focus-cohort meetings 	<ul style="list-style-type: none"> • Dr. Phil Warrick, Marzano Research, <i>The Journey to Becoming a Professional Learning Community – HRS 2-Ensuring Effective Teaching in Every Classroom</i>
October	Regional Focus-Cohort Meetings: <ul style="list-style-type: none"> • SIP- Where do we start? Review critical commitments • Development of the team AR SIP project • Hot topics/issues 	
November	Seminar- In conjunction with the IASP Conference: <ul style="list-style-type: none"> • Leadership development – Share identified projects and begin data collection • Attendance at the State conference on Sunday, Monday, and Tuesday • Regional focus-cohort meetings 	<ul style="list-style-type: none"> • IASP Leadership Keynotes: Sunday, Monday, and Tuesday – TBA • Concurrent sessions: Monday and Tuesday
December	No Meetings	

January	Seminar: <ul style="list-style-type: none"> • Critical Commitments to improve schools • Analyze Level 3 HRS™ data • Share progress on the Team AR SIP project with continued data collection • Building-level hot topic sessions • Regional focus-cohort meetings 	<ul style="list-style-type: none"> • Dr. Mike Ruyle, Marzano Research, <i>Utilizing the HRS Framework to support Career & Technical Education –HRS 3-Guaranteed & Viable Curriculum</i>
February	Regional focus-cohort meetings: <ul style="list-style-type: none"> • Review progress of AR SIP project – begin data analysis • Hot topics/issues 	
March	Regional focus-cohort meetings: <ul style="list-style-type: none"> • Review progress of Team AR SIP project – data analysis and project synthesis • SIP for next year • Hot topics/issues 	
April	Seminar: <ul style="list-style-type: none"> • Leadership development • Team AR Showcase of Schools 	<ul style="list-style-type: none"> • <i>Graduation</i>
May/ June	Regional focus-cohort meetings: <ul style="list-style-type: none"> • Bringing closure to IPLI • Celebration • Hot topics/issues 	



Dr. Phillip Warrick



Dr. Mario Acosta



Dr. Mike Ruyle

IPLI Year 2 Keynote Speakers



IPLI Leadership Team

Budget Proposal 2025 - 2027

Indiana State University has received a proposed 2025-26 budget based on projected carryover. Budgets are submitted annually.

DESCRIPTION	2025 - 2026	2026 - 2027
Projected Expenditures:		
Personnel <ul style="list-style-type: none"> Salary (reduced) for Director, Graduate Assistant/Student Worker Benefits for Director 	\$140,000	\$140,000
Contracted Services <ul style="list-style-type: none"> Speaker stipends Mentor stipends 	\$120,000	\$120,000
Program Delivery Expenses <ul style="list-style-type: none"> Mentor travel reimbursement (seminars, site visits, regional meetings) Speaker travel Postage Phone and fax lines Printing services (reduced) 	\$13,000	\$13,000
Other Services <ul style="list-style-type: none"> IASP memberships IASP conference registrations Food for seminars Seminar facility costs 	\$75,000	\$75,000
Total Supplies	\$2,000	\$2,000
Expenditures Total	\$350,000	\$350,000
Projected Revenue:		
State Appropriation From Carryover	\$310,000	\$310,000
District \$1,000/Principal	\$40,000	\$40,000
Revenue Total	\$350,000	\$350,000

Final Thoughts

The Indiana Principal Leadership Institute (IPLI) proudly champions the development of exceptional educational leaders across Indiana. As we look ahead to the next two years, we are excited to implement thoughtful, cost-effective strategies that will continue our reach and impact. Our unwavering commitment to understanding the long-term benefits of IPLI for school leaders and their communities continues to guide our work. The data gathered through inventories and post-graduation surveys consistently highlight the powerful, lasting influence IPLI has on both individuals and institutions.

As IPLI continues to grow, our mission remains clear: to support every Indiana school principal, no matter where they are on their leadership journey. This success is made possible through the steadfast support of the Indiana General Assembly and our valued IPLI Partners.

Our strong ties to the educational community—through partnerships, organizations, conferences, study councils, and publications—have deepened our connections and expanded our influence. The active involvement of IPLI alums in the Indiana Association of School Principals Fall Professional Conference, their recognition as District Principals of the Year, and the many who continue their higher educational aspirations through educational leadership graduate work are shining examples of the institute's impact.

We extend our gratitude to the Indiana General Assembly and our colleagues across the State. Their belief in the power of great principals drives our mission to nurture leadership and foster thriving schools for Indiana's children.

IPLI remains a leader in research-based educational leadership, equipping principals with the knowledge, skills, and confidence to lead schools where students and communities flourish.



“Serving as a national model for principal professional development, the Indiana Principal Leadership Institute is having an incredible influence on principals and their schools. With the bipartisan support from the Indiana General Assembly, IPLI is helping achieve our common goals of improving public schools and increasing student success.”

SENATOR ANDY ZAY

“IPLI continues to support principals and school leaders, and during our current educational landscape, serves as an anchor for leaders to collaborate and find resources in uncertain times. The IPLI model has demonstrated how sustained and integrated leadership development must occur, and IASP is a proud partner with IPLI. Together, we can contribute to the leadership fabric that is now ingrained across Indiana, which allows our principals to meet our students’ continuing needs.”

DR. TODD BESS, EXECUTIVE DIRECTOR, INDIANA ASSOCIATION OF SCHOOL PRINCIPALS

“As a member of the original IPLI Design Team and ISU Professor, I’m pleased with the impact of IPLI as a pivotal empowerment experience. We find that a principal’s leadership capacity invariably serves as a fulcrum for school capacity, leveraging growth in a learning organization. In short, IPLI delivers; students across Indiana benefit! ”

DR. RYAN DONLAN, PROFESSOR, INDIANA STATE UNIVERSITY

“I would like to express my appreciation for the focus, engagement, and professional development the Indiana Principal Leadership Institute provides Indiana building-level educational leaders. IPLI is dedicated to ensuring Indiana Principals receive the most relevant and impactful training by designing innovative content and delivering the highest quality programming. All participants are provided with research-based strategies to enhance their leadership skills and thus increase their effectiveness and positive impact. IAPSS is highly grateful for the efforts and influence of IPLI on both the development of leadership expertise and best practice that will transfer in assisting IPLI graduates as they transition into the Superintendency. They will continue to serve and support the educational programming for Indiana’s most valued assets, our young people.”

DR. ROBERT TAYLOR, EXECUTIVE DIRECTOR, INDIANA ASSOCIATION OF PUBLIC SCHOOL SUPERINTENDENTS



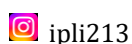
Great Principals! Great Schools!

Indiana Principal Leadership Institute

Kelly Andrews, Director, Bayh College of Education

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Access the 2024-2025 Legislative Report at
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