Indiana Principal Leadership Institute

Cohort 9
Showcase of Schools
April 11, 2023

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Imagine that you notice a large pond that is stagnant and that you are enticed to create some type of movement or change in the water. As you near the edge, you notice the pond is surrounded by numerous stones. You reach down, pick up a stone, and toss it as far out into the center of the pond as your strength allows. While lying beside the pond, the stone had no impact on the water, but once tossed in, it disturbs not only the stillness of the water where it lands but also emanates ripples from its landing place that eventually reach the perimeter of the pond.

An unshared inquiry is like the stone lying beside the pond. Unless that inquiry is tossed into the professional conversation that contributes to the knowledge base for teaching and administration, it has little chance of creating change. However, once tossed in, it disturbs the status quo of educational practices, creating a ripple effect that begins with the team and their immediate vicinity (the teachers and students in the building) and emanates out to a district and a state, eventually reaching and contributing to a transformation at the perimeter of practice — in the education profession itself!

Dr. Nancy Dana
(*Leading with Passion and Knowledge*, 644[3] , pp. 579-136)

Schedule

Time	Event	Table Selected
9:15 am - 9:45 am	Session 1	
9:50 am - 10:20 am	Session 2	
10:20 am - 10:35 am	Break	
10:35 am - 11:05 am	Session 3	
11:10 am - 11:50 am	AR Celebration and IPLI Next Steps	

Table 1
Amy Linkel, Facilitator

Haverhill Beliefs

Ashley Ransom, Haverhill Elementary
Team Members: Jenna Chapman & Katie Tilley

Every school has so many unwritten rules and beliefs that create a rich culture over time. Part of a safe school is having everyone on the same page and working together to achieve a common goal. Our Haverhill team has used reflection, vulnerability, research, and data to create our "Haverhill Beliefs."

Student Achievement Growth through Mid-Year Data PLC Action Plans

Thomas Hakim, Northview Middle School
Team Members: Dylan Warren & Kassondra Musick

Northview Middle School Teachers utilized mid-year student achievement data to create PLC Action Plans for continued improvement. Plans were created in January, 2023, and monitored through the second semester of the 2022-2023 school year.

Table 2
Rob Moorhead, Facilitator

Improving the PLC: Enjoying the Process

Tamara Swarens, Grant Line Elementary
Team Members: Courtney Mattox & Hollee Young

Leadership and staff changes have taken place over the last several years. This project explored the impact made on the professional learning community when a focus was made on building trust and connections across the building.

Lean on me...

Kellie Pearson, Columbia Elementary School-Logansport
Team Members: Lauren Canady & Sarah Sodervick

Our project created an opportunity for staff to showcase their talents and expertise in a Staff Specialty Board. During this project we collected data to see if the availability and utilization of the Staff Specialty Board would increase staff leadership and staff morale by giving them another way to collaborate with and support each other.

Notes

Table 3
Jaime Carroll, Facilitator

Smoothly Riding the waves of change to create a sense of community in the building.

Patricia Meadows, New Haven HS
Team Members: Terri Wallace & Erin White

In the past year at New Haven High School, the school has experienced considerable turnover of the administration team (four out of the five administrators are new within the past year to the building.). At the start of the 2022 school year, our team also had to hire for many positions. Before school started 14 new teachers, six new paras were hired over the summer. 30% of our 79 staff members were new this year. The changes increased staff anxiety regarding school procedures including safety procedures.

Freshman Transition Program

Jay Strickland, Crawfordsville High School
Team Members: Jenny Veatch & Morgan Rainwater

Our project provides interventions and a system to assist freshman with the transition high school. Our program provides extra academic support, mentoring, social/emotional learning and opportunities for freshmen to get connected to our school.

Table 4
Brent Bokhart, Facilitator

Building the Miner Culture

Alicia Cornelius, Linton-Stockton Middle/High School
Team Members: Holly Kirk & Dara Pilant

When you are tasked with combining two buildings, what is the best way to get started? At Linton-Stockton, building the combined culture was our priority.

Count Me Out...No, Count Me In!

Marisa Simmons, Thea Bowman Leadership Academy
Team Members: LaMiya Dukes & Toure Douglas

Our school attendance rate has been up and down since returning fully in person from the pandemic. Our team set out to develop a plan to raise our attendance rate by revising our PBIS plan to incorporate an attendance component for staff, scholars and parents.

Notes

Table 5
Brittany Greene, Facilitator

Recognizing Teachers

Joni Lawyer, Orleans Elementary School
Team Members: Brandi Springer & Danielle Holler

The project's goal is to highlight the great things our teachers are doing on a regular basis. The teachers shared that they feel as though their hard work is not always recognized and our goal is to increase teacher recognition.

Celebrating Success

Tierney Stevenson, Northeastern Elementary
Team Members: Amy Tudor & Laura VanPelt

Teachers and students often don't take time to stop and celebrate success. Between initiatives, instructions, grading, etc.., time alludes us. This project was based on the idea that celebrating success on a daily/weekly basis can improve culture.

Table 6
Christy Merchant, Facilitator

Improving Culture through Recognition

Michael Nehring, Decatur Middle School
Team Members: Kristina Criswell & Sarah Flohr

While we have made a solid effort in the past at Decatur Middle School to do whole school recognition, our survey data showed that we need to improve the recognition of individuals, department teams and support staff. In addition, this recognition needs to be done on a consistent basis and through multiple platforms. Our team believes that increasing our efforts in this area will help improve our school culture as we promote, celebrate and recognize the accomplishments of all our staff.

Interactive Instructional Framework to Ignite Lifelong Learning

Michael F. Megyesi, Pierce Middle School
Team Members: Adrienne Rohrbacher & Stephanie Hogan

Educators who engage in lifelong learning set an example for their students and colleagues because they embody what they teach. Our team wanted to build upon that premise and bring it to fruition. As a result, we have developed a dynamic instructional framework that incorporates teacher evaluation models to provide our educators with a interactive rubric that promotes effective instructional and classroom management practices. Our interactive rubric is hyperlinked to various educational resources that evolves over time. This rubric affords educators a sense of direction and purpose to learn and grow from the constructive feedback they may receive from an observation and/or evaluation. This framework also promotes inter-rater reliability amongst administrators so teachers aren't subjected to contradictory feedback.

Notes

Table 7
Nathan Boyd, Facilitator

"How does the implementation of common instructional language improve best teaching practices?"

Scott Widner, Tri Junior Senior High
Team Members: Ethan Cook & Stacia Guarisco

Using Marzano's work as a guide, we worked with our teachers during PLC time to identify instructional indicators that we felt were most important to overall best practice and our school community. The purpose of our action research project was to investigate the correlation between the implementation of our new instructional model and how often teachers utilized the newly identified instructional indicators.

Many hands make light work - Increasing leadership and teaching capacity

James Tutin, Eastwood Middle School
Team Members: Rachel Drum & Megan McCoy

The purpose of our action research was to provide job embedded professional development that is directly related to our staff's instructional growth goals. In doing so, we were able to provide leadership opportunities within our building while at the same time acknowledge our staff as experts.

Notes

Table 1
Chad Rodgers, Facilitator

Lasting Impacts Through Targeted Responding to Reading Instruction

Kristin Rodman, Sugar Grove Elementary School
Team Members: Shayla Jacobs & Rebekah Worth

After receiving our ILEARN scores for the 2021-2022 school year and then receiving feedback on the HRS Level 2 survey, we realized that our teams needed intentional breakdowns of the ILEARN rubric and how to teach students to write an essay (narrative, informational, etc) when responding to passages. So we made a K-5 transformation on intentionally working with our students on how to write each type of essay in response to something they have to read. This small change has had such a great impact, this will be a forever journey with our teachers and students.

Deeper Data Digs

Katie Pieta, Joseph Hess Elementary
Team Members: Natalie Stringer & Melissa Riley

Looking at data is great, but are you really doing anything with it? In our case, we needed to dig deeper and utilize common assessments to identify areas in need of remediation. Through the implementation of new data protocols during our PLCs, we were able to more precisely identify what attributed to student growth.

Table 2
Rhonda Lanie, Facilitator

PLC's to Drive Student Achievement

Stephanie Leasure, North Side Elementary School
Team Members: Jordyn Tribolet & Melissa Hardin

North Side Elementary's Action Research Team is implementing two PLC's to support 2nd grade and 5th grade teachers. The purpose of this project is to dive deeper into iReady Standards Mastery data to guide lesson planning and instruction to improve student achievement in reading.

Improving Student Growth and Proficiency through Increased Teacher Collaboration

Chaitra Wade, Banneker Elementary @ Marquette
Team Members: Anastasia Kleine & Hollis Manna

Based off of our HRS Level 1 data, we recognized that teacher collaboration was an area for growth; therefore, we set a goal to increase our teacher collaboration time. Each grade level team set goals, and our meeting time was centered around curriculum, assessment, instruction, and student achievement.

Notes

Table 3
Krista Nelson, Facilitator

Increasing Teacher Efficacy Through Personalized Professional Learning

Dr. Tyneasha Banks, Beveridge Elementary
Team Members: Georgia Adamson & Antanecia Hannah

A teacher's sense of self-efficacy has been considered an important factor in shifting instruction and positively impacting student outcomes. In knowing this, we considered the potential of personalized professional learning as a stimulus for enhancing individual teacher efficacy beliefs and classroom practice.

School Improvement Goals and the Impact on Student Achievement

Nicholas Petralia, Jonas E. Salk Elementary School
Team Members: Tina Shultz & Matt Cline

The focus of our project is to determine if prioritizing our SIP goals and making them an integral part of our continued focus with teachers and staff will increase student achievement. We use our monthly PLC data conversations which our grade level teachers, WIN teacher, Interventionist, Remedial Reading Teacher, Instructional Coach, and Administration as needed to ensure conversations are focused on increased student outcomes.

Table 4
Brent Bokhart, Facilitator

Developing a School-Wide Model of Instruction

Elizabeth Krutz, La Porte Middle School
Team Members: Brian Vedo & Mikayla Workman

We wondered how we could develop clear expectations and incorporate teachers' input to design an effective school-wide Model of Instruction. Once we developed our model, we used instructional rounds to promote growth for all teachers.

Survey Says: Instructional Clarity

Kelly Plank, Northeastern Middle School
Team Members: Carrie Mitchell & Kelli Kircher-Taylor

Surveys indicated that our building wants a clearer understanding of instructional expectations. This presented the opportunity to include teachers in the process of defining instructional expectations, identifying evidenced based strategies, and creating a visual aid for teachers to access when planning for instruction. With teacher input, the building will have a much clearer vision of what instruction should look like at Northeastern Middle School.

Notes

Table 5
David Robertson, Facilitator

Family Matters

Le Terra Smith, Burns-Hicks Elementary
Team Members: Melissa Mendiola & Patricia Mesarina

Family engagement has dwindled through the years at Burns-Hicks Elementary. If we want success for our students and our school, we need to work together. Family survey data is used to find out the barriers preventing families from attending parent/teacher conferences, volunteering, or joining the PTA. Our goal is to increase connections to families in order to increase family engagement.

The Lions Playbook

Ashlee Tanoos and Linda Biggs, Lost Creek Elementary
Team Members: Kyle Kirchner & Jill Youngblood

Using data from our surveys, along with teacher input and feedback, we are building a framework specific to our school. We will be using common language to put our building on a similar path with a similar focus. Our hope is that using a framework that we have collectively built will strengthen each classroom and become a valuable resource.

Table 6
Nathan Boyd, Facilitator

Measuring the Impact of a Schoolwide Instructional Model on Consistent Use of Best Practices

Mark Shadiow, Waldron Junior-Senior High School
Team Members: Stephanie Fryer & Jordan Gibson

As we looked through our HRS Level 2 survey data, we noticed that indicator 2.1 was an area for improvement at Waldron Junior-Senior High School. This indicates that teachers feel there is not a shared vision as to how instruction should be addressed in our school. We wondered if implementing a schoolwide instructional model would help develop a shared sense of clarity and focus among faculty as it relates to instructional best practices that are implemented in the classroom.

Instructional Rounds to Increase Teacher Self-Efficacy

Joe Sheffer, Brownstown Central High School
Team Members: Maria Conklin & Kasey Proehl

The purpose of this action research project is to increase teacher efficacy through peer-to-peer instructional rounds. The primary focus is for teachers to watch classroom practice and gain ideas for possible implementation in their own classrooms. Instructional Rounds are NOT evaluations of teachers being observed.

Notes

Table 7
Amy Linkel, Facilitator

District Wide Training & A Reduction of Major Incidents

Brian Burelison, MSD Decatur Township

How can I adjust and add to our district wide training that will help reduce the number of incidents on the busses, restraints, seclusions, and the number of student and staff injuries due to major incidents?

Positive Behavior Management and It's Impact on the Classroom

Christine Lawbaugh, Morocco Elementary
Team Members: Michael Jamieson

Creating from scratch a matrix of expectations for students and staff in a school setting. The goal is to generate a positive engagement for all at school and see an increase in student behavior and academics.

Notes

Table 1
Jaime Carroll, Facilitator

GIS Instructional Model

Devon Marine, Greenfield Intermediate School
Team Members: Amy Swartz & Renee Hilkene

The Greenfield-Central Community School District utilizes a district-wide instructional model. Our project, the GIS Instructional Model, will use the district instructional model's principles to help guide our teaching at the building level. This model will drill down and provide teachers with specific examples to show new teachers, as well as veterans, what instructional approaches we value and how to implement them in their classrooms.

Creating an Instructional Model that Reflects BGM Educational Values (utilizing The New Art and Science of Teaching framework, Marzano, 2021)

Jodi Day, Battle Ground Middle School
Team Members: Brittany Gray & Cassie Fine

After sharing the framework with teachers, they selected 10 of the 43 strategies that they felt were important in their pedagogy. The data revealed 15 of the most commonly selected strategies which became the BGM framework for best practices. Teachers were encouraged to select a strategy from the BGM framework to implement in their classroom for personal growth. The framework will be utilized as a tool for teachers to guide them through the goal-setting process to help improve overall instruction.

Table 2
Krista Nelson, Facilitator

An Instructional Framework for Elementary Reading

Karen Perkins, Danville North Elementary
Team Members: Elizabeth Mershon & Kelsie Lupinski

Our team reflected on consistent feedback from staff seeking clarity in instructional expectations and chose to make this the focus of our project. Using the Instructional Model from Marzano's HRS, we worked with staff to identify instructional elements to focus on during reading instruction.

Identifying and Understanding the 43 Indicators

Daniel (Chris) York, Eastwood Elementary
Team Members: Baleigh Davis & Amanda Blake

After presenting the staff the 43 Indicators, our team narrowed our focus to 10 indicators in which we wanted the staff to focus on. We used visual evidence for which indicators we saw us doing well and which indicators we could improve on. We will set goals for the coming school year with the indicators we want to see improvement in.

Notes

Table 3
Brittany Greene, Facilitator

Increasing Student Engagement Using Love & Logic and Instructional Rounds

Jenna Blech, Ethel R. Jones Elementary School
Team Members: Julie Whitten & Sarah Funston

Based on our Level 2 HRS survey results, we focused on increasing student engagement. We implemented Love & Logic strategies and utilized instructional rounds to gain collective efficacy in this area. We trained staff and parents in Love & Logic strategies and observed teachers using these skills during instructional rounds. The success of the project was monitored through data from informal walkthroughs, NWEA, PowerSchool behavior data, and teacher observation.

The Impact of Core Instructional Strategies for All Learners

Jenna Morée, Eisenhower Elementary School
Team Members: Alyssa Brumbaugh & Marta Hontz

A focused development on school-wide "Core Instructional Strategies'' through the implementation of content and language objectives and student engagement strategies. Fostering the implementation across all classrooms, both DLI and Traditional, resulting in increased student engagement and achievement for all students at Eisenhower Elementary.

Table 4
Chad Rodgers, Facilitator

Building Teacher Efficacy One Instructional Round at a Time

Alan Walczak, Morton Elementary
Team Members: Nicole Holley & Michelle Farina

Our team spent time identifying instructional strengths and needs to create in-house professional development. Teachers were able to spend time in their colleague's classrooms and see what makes them shine as educators!

Learning for All, All for Learning

Meg Welch, Weston Elementary
Team Members: Mary Flynn & Traci Gue

During the past several years, Weston Elementary School has been moving toward a more inclusive model. By removing barriers in the classroom, our goal is for all students to receive high-quality instruction, interventions, and supports that enable them to be successful in the core curriculum. Our action research was to provide instructional strategies in the general education setting to meet the needs of all learners.

Notes

Table 5
David Robertson, Facilitator

How can defining student centered responsive instruction lead to elevating teacher instruction and student learning at SMES?

Kellee Merritt, Spring Mill Elementary
Team Members: Maggie Hartnagel & Katie Sundheimer

MSDWT created a new vision statement in 2021 that evolved into the development of a K-12 model known as the Elevate Core Target Practices. In an effort to develop stronger student-centered responsive instruction at Spring Mill Elementary School, we used those core target practices to guide our exploration of strengths and areas for improvement within our own teaching community. This helped us develop a working definition to establish what student-centered responsive instruction is comprised of within our learning environments. In doing so, we believe that this work has the potential to lead to elevated instruction for our classroom teachers and increased student learning.

Improving Instruction Through Vertical Alignment

Christina Davis, Allen J Warren Elementary
Team Members: Julie Terry & Jamie Wilson

Our staff collaboratively worked on creating a vertical alignment of the power standards taught. The goal was improving and streamlining instruction. The biggest win was collaboration and meaningful discussion.

Table 6
Christy Merchant, Facilitator

Unifying Tier One Instruction

Kim Kesler, Ernie Pyle Elementary School
Team Members: Katelyn Snack & Colby Nelson

Tier one instruction is vital for academic gains. Our goal is to see if implementing a school-wide instructional model for tier one instruction improves teaching and learning.

Using Instructional Rounds in an Elementary School

Michelle Coughlin, Iddings Elementary
Team Members: Kathy Drillias & Kim Coppolillo

We had our classroom teachers take part in instructional rounds to help improve classroom instruction and school culture. After doing this, we had them complete a survey to find out the impact of instructional rounds.

Notes

Table 7
Rhonda Lanie, Facilitator

*Making Common Language Common

Arveneda McDonald, Joshua Academy
Team Members: Allison DeCosta & Alhamisi Griffin

What can we do to develop a process that includes common language/practices for a structured/effective learning environment in every classroom? We plan to create and implement a schoolwide Playbook that will provide new and returning teachers (and other staff members) with common language for executing structured practices.

Integration of EL students into our school culture and local community through non-traditional classroom support

J.R. Haskins, Tri-County Jr/Sr High School
Team Members: Monica Dyke

Throughout last year, I noticed that our EL students were not integrated with the rest of our student body during lunch time. We had a few Spanish students, not classified as EL students, that have grown up in the community that split their time sitting with both regular classmates and EL students. From our discussions with these students, we realized there was a disconnect from our regular school culture with our EL students and their families. After looking at data from both WIDA and other standardized testing, we realized that our EL students were being given the same chance to learn as our other students. Administration decided to offer daily support to our EL students in ELA and math through EL labs, while also integrating them into our local community with various community activities. By adding EL teachers and an EL coordinator to our staff, our goal is to improve student learning overall for this group, while also integrating the entire EL population into our school and community.

Notes

The sharing of your action research project counts as a "professional presentation." When citing in your resume, use the following formatting:

Andrews, K., Gruenert, S. (2023). Implementing instructional rounds. Presented at the annual Indiana Principal Leadership Institute Showcase of Schools, Indianapolis, IN.

Creating a culture of inquiry rather than continuing to work in a culture of isolation represents a significant change within schools that must be supported. Systems successful in improving student learning are characterized by: articulated norms and values, a focus on student learning, reflective dialogue, collaborative practice, and deprivatization of teaching.

R.J. Garmston
Results-Oriented Agendas Transform Meetings into Valuable Collaborative Events
Journal of Staff Development Council, 645[1] , pp. 99-56

Happy Inquiring!!