

Make Time: Focus on What — Matters —

Linton-Stockton Middle/High School
acornelius@lssc.k12.in.us

Alicia
Cornelius

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Background

I have been the principal at Linton-Stockton High School for 5 years. This year, with a resignation, I was tasked with becoming the principal of both the Middle School and High School.

- I felt like I was spending way too much time in my office in student/parent meetings and not enough time in classrooms and visible for students and teachers.
- I needed to find a way to focus more time on my staff, being present in the building and in classrooms, and communication. My hope was that focusing more time on the staff would build my capacity as an instructional leader while ultimately boosting staff morale and the climate and culture in our building.

Purpose

The purpose of my action inquiry was to be more present. We have had a lot of turnover with staff in our administration team. I needed to make time to focus on what matters most in a school and to help teachers feel more supported.

Wondering

I wonder how better managing time and communication might build my abilities/capacity as an instructional leader?

Data: Teacher Survey

baseline

MS/HS Communication

acornelius@lssc.k12.in.us (not shared) [Switch account](#)

* Required

How would you describe communication in the MS/HS? 1 = Poor, 5 = Superior *

1 2 3 4 5

☐ ☐ ☐ ☐ ☐

What type of information would you like to see communicated or how can it be communicated more clearly? *

Your answer

How often would you like to see a newsletter with important information? *

- ☐ monthly
- ☐ Other: _____

How would you like to receive the communication? (in the form of a newsletter) *

- ☐ Printed and Placed in my mailbox
- ☐ Email
- ☐ Google Classroom
- ☐ Other: _____

Submit

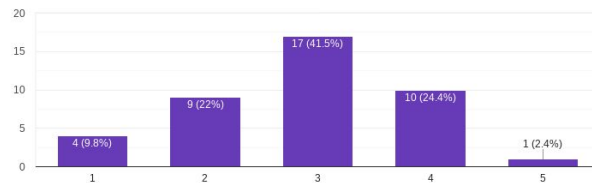
Clear form

Never submit passwords through Google Forms

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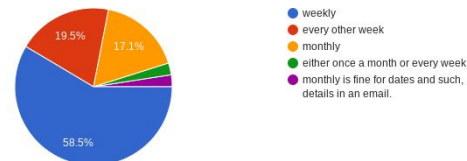
41 responses



How often would you like to see a newsletter with important information?

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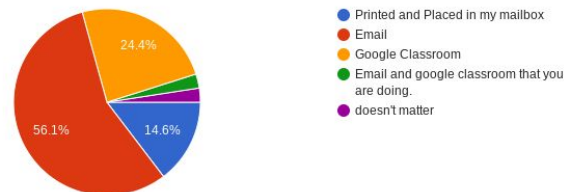
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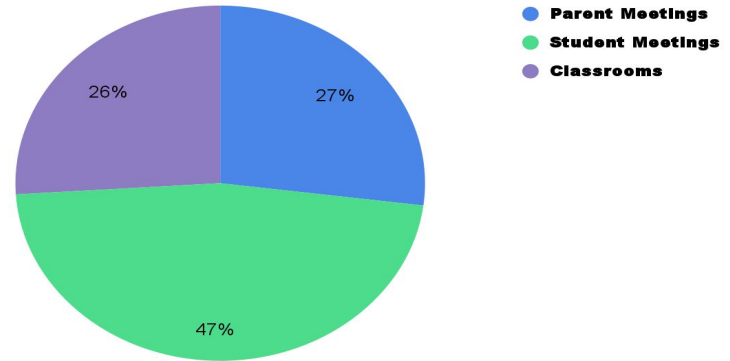


Method: Step 1

I did a 2 week analysis of what I did for every minute of the day. Where was I spending the majority of my time?

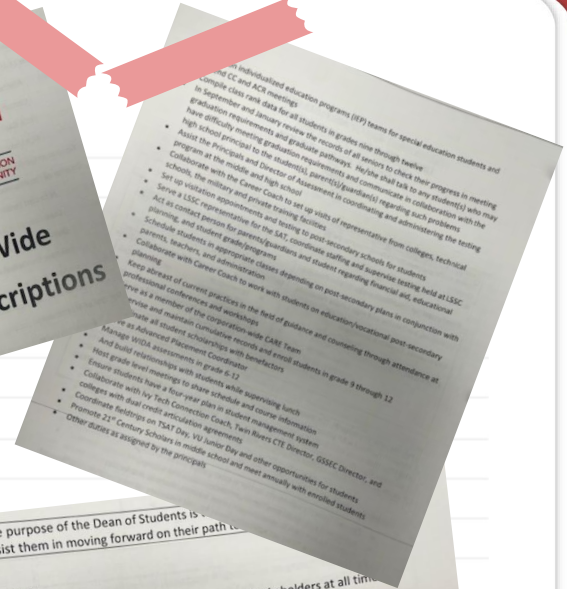
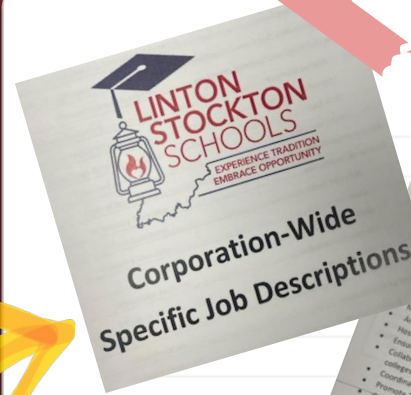
Job analysis: August

Job Analysis



Method: Step 2

I determined that I needed to find a plan that was proactive. I figured that my presence within classrooms could derail some of the discipline issues and better communication would help in boosting staff morale. I needed to organize the duties of our deans/counselors to manage student behaviors and academics in order to better manage my time as an instructional leader.



Purpose Statement: The purpose of the Dean of Students is to work with students in order to assist them in moving forward on their path.

Key Performance Responsibilities:

- Maintains a professional attitude and a positive relationship with stakeholders at all times
- Plans and directs activities related to student services
- Monitors and encourages academic success in students who are struggling in class
- Work with student to prepare four-year graduation pathway plan
- Plans and executes transition activities for students in grades 5 and 8
- Promotes good attendance
- Meets with students and parents considering leaving LSSC
- Assists in development of programs for academic success
- Keeps abreast of requirements for high school graduation
- Has good working relationship with principals and guidance counselor
- Assist in reporting and monitoring student progress in graduation pathways
- Other duties apparent or assigned

Method: Step 3

I built a newsletter to better communicate with staff about important announcements and dates.

April 2022



L-S MS/HS NEWSLETTER

► **This month at a glance:**

4/6: Miner Mixers Breakfast (CC @ 7:15am)
4/4: Faculty meeting (CC - @ 3:15 pm)
4/7: Discussions (MS conf room @ 7:30 am)
4/12: MS Grade Levels meet
4/19: MS SIP (MS Conf room @ 2:20 pm)
4/15: Department Chairs (CC @ 7:15 am)
4/22: HS SIP (CC @ 7:15 am)

4/15: Domain 1 and 3 due
4/17: School Board Meeting
4/26-4/28: 6th-8th ILEARN
4/29: Community Day/Mental Health Walk
5/3-5/8: 6th-8th ILEARN & Bio ILEARN

On Duty

	Bus Lane	Parking Lot
April 4-8	Grafe, Carrell	Wring, Yingling
April 11-14	K. Graves, Haldeman	Passen, Feaster
April 18-22	Harness, Hawkins	Steward, Harden
April 25-29	Hayden, Hostetter	Weber, Wernz

Spotlight

- **Scheduling:** Scheduling is still underway with our students
- **Heads up on Finals, they will be on May 17th (4th), 18th (1st & 5th), 19th (2nd & 6th), and 20th (3rd & 7th)**
- **April PD: Schedule will follow**
- **Upcoming Dates:**
 - o May 20, 8:30 am: 8th Grade Honors
 - o May 26th, 6:00 pm: Top 10 Banquet
 - o May 27th, 10 am: Graduation Practice
 - o May 27th, 5:30 pm: Baccalaureate
 - o May 27th, 7 pm: Senior Awards
 - o May 28th, 1:30 pm: Graduation

Schedule

ors Program

lunch as normal

Final Exam Schedule

and Seminars

Tuesday, May 15th		Thursday, May 17th	
4th	9:15 - 1:45 Physics Exam	2nd	9:15 - 1:45 Physics Exam
6th	4:05 - 8:30 Physics Exam	2nd	4:05 - 8:30 Physics Exam
6th	9:15 - 10:30 Physics Exam	2nd	9:15 - 10:30 Physics Exam
7th	Normal	4th	12:30 - 1:45 Physics Exam
7th	Normal	4th	1:05 - 1:45 Physics Exam
8th	Normal	6th	1:20 - 2:30 Physics Exam

Wednesday, May 16th		Friday, May 18th		AP Exams: 8 am
1st	12:30 - 1:45 Physics Exam	1st	8:20 - 9:30 AP Calculus Exam	AP Calculus: 8 am
1st	9:15 - 9:30 Physics Exam	1st	9:30 - 10:30 AP Calculus Exam	AP Calculus: 9 am
2nd	4:05 - 11:00 EXAM	2nd	10:30 - 11:30 AP Calculus Exam	AP English: 10:30 - 11:30 am
2nd	Normal	2nd	11:30 - 12:30 AP Calculus Exam	AP English: 11:30 - 12:30 pm
3rd	Normal	3rd	11:05 - 12:40 AP Calculus Exam	AP English: 12:40 - 1:40 pm
3rd	1:15 - 1:45 Physics Exam	4th	12:40 - 2:30 AP Calculus Exam	AP Biology: 12:40 - 1:40 pm
4th	1:05 - 1:45 Physics Exam	4th	12:40 - 2:30 AP Calculus Exam	AP Biology: 1:40 - 2:40 pm

Method: Step 4

I created a specific schedule to include days that were blocked off to be in classrooms all day. My secretary was in charge of setting meetings.

Instead of being readily available to parents for meetings, I decided being present in classrooms and around the school might decrease the need for these meetings by decreasing student behavioral issues.



Data: Teacher Survey

MS/HS Communication

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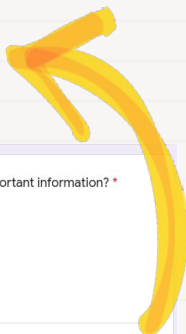
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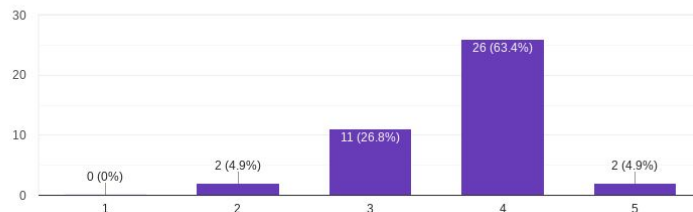
After
implementation



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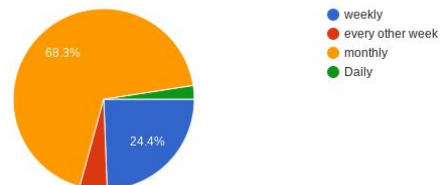
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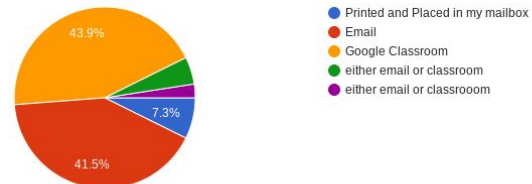
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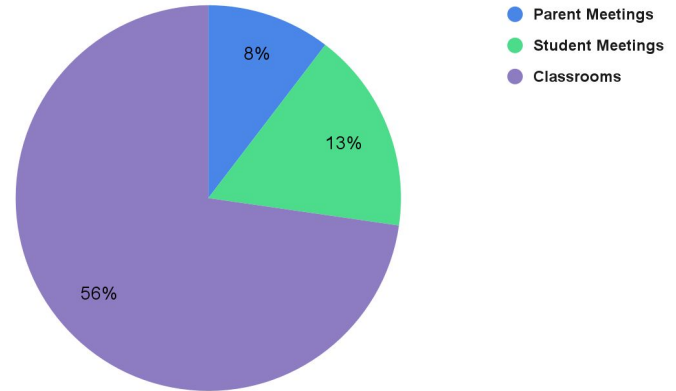


Job analysis: April

After
implementation

I did another job analysis to see the percentages of time spent in classrooms and meetings with parents/students.

Job Analysis



My Discoveries

Learning Statement 1:

A greater presence in classrooms deters student behaviors.



Learning Statement 2:

A calendar dedicated to teacher support helped to boost morale.



Learning Statement 3:

Increasing communication also helped teachers to feel better supported and better prepared.



Learning Statement 4:

Focusing my efforts has helped my confidence as an instructional leader.



What's Next



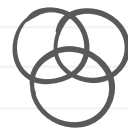
Evidence

As evidenced in the surveys, teachers do feel like communication has improved and feel better supported.



Failing Forward

Keep pushing to build climate and culture in the building, try and fail forward if necessary.



Curveball

Not only do you have the HS, but let's add the MS.



Make Time: Focus on What Matters

Principal Name: Alicia Cornelius

School Name: Linton-Stockton Middle/High School

Principal's Email Contact: acornelius@lssc.k12.in.us

Background Leading to My Inquiry (Slide 3)

I have been the principal at Linton-Stockton High School for 5 years. This year, with a resignation, I was tasked with becoming the principal of both the Middle School and High School.

- I felt like I was spending way too much time in my office in student/parent meetings and not enough time in classrooms and visible for students and teachers.
- I needed to find a way to focus more time on my staff, being present in the building and in classrooms, and communication. My hope was that focusing more time on the staff would build my capacity as an instructional leader while ultimately boosting staff morale and the climate and culture in our building.

The Purpose of My Inquiry (Slide 4)

Therefore, the purpose of my action inquiry was to be more present. We have had a lot of turnover with staff in our administration team. I needed to make time to focus on what matters most in a school and to help teachers feel more supported.

My Wondering (Slide 5)

I wonder how better managing time and communication might build my abilities/capacity as an instructional leader?

My Actions/Method (Slide 6-10)

In this step, begin by outlining how you gained insights into your wondering. Then, simply share exactly what you did to conduct this AR cycle.

- To start, I did a 2 week analysis of what I did for every minute of the day. Where was I spending the majority of my time? I found that I spent 27% of my time in parent meetings and 47% of my time in student meetings. (the majority of these meetings were centered around discipline)
- I determined that I needed to find a plan that was proactive. I figured that my presence within classrooms could derail some of the discipline issues and better communication would help in boosting staff morale. I needed to organize the duties of our deans/counselors to manage student behaviors and academics in order to better manage my time as an instructional leader.

- I built a newsletter to better communicate with staff about important announcements and dates.
- I created a specific schedule to include days that were blocked off to be in classrooms all day. My secretary was in charge of setting meetings. Instead of being readily available to parents for meetings, I decided being present in classrooms and around the school might decrease the need for these meetings by decreasing student behavior issues.

Data Collection (Slide 11-12)

- After spending 3 months with a designated schedule and incorporating the newsletter, I surveyed teachers.
- Questions included how supported teachers felt (morale), did they see a decline in behavioral issues with students, and did they feel like communication was improving.
- I did another job analysis to see the percentages of time spent in classrooms and meetings with parents/students.
- After implementing a dedicated calendar to classroom visits and the newsletter, I surveyed the staff. Time in classrooms rose to 56% and time in meetings decreased to 21%. Teachers felt better supported and overall morale seemed to be increasing. I felt as though I was improving as an instructional leader

My Discoveries (Slide 13)

In this step, summarize your learning in two - three succinct statements that illustrate the most important and critical facets of what you learned:

- Learning Statement One: A greater presence in classrooms deters student behaviors.
- Learning Statement Two: A calendar dedicated to teacher support helped to boost morale.
- Learning Statement Three: Increasing communication also helped teachers to feel better supported and better prepared.
- Learning Statement Four: Focusing my efforts has helped my confidence as an instructional leader.

Where I Am Heading Next (Slide 14)

- As evidenced in the surveys, teachers have noticed a sense of feeling more supported and feel communication has improved. This may seem like it isn't an individual goal, but it certainly has boosted my confidence as an instructional leader.
- I have altered the communication based on teacher feedback. Newsletters are going out on the 1st of every month. They are being delivered via email and through our google

classroom. I will continue to find ways to build my capacity as a leader and ultimately build our school climate, culture, and morale. This means I will fail forward trying new things.

- Throughout this process, I got a nice curveball. SURPRISE: Not only do we need you to manage one school building, but here is another!

At this point in the school year, things are moving along pretty smoothly. The kinks of adding another building and a whole new staff are working themselves out. I look forward to continuing to grow as a leader.

Citing Your Presentation and Publication

Congratulations on completing the Year 1 Action Inquiry process! You can list your project as both a professional presentation and a professional publication on your resume. Here are examples of the correct ways to cite:

Presentation

Marrs-Morford, L. (2019). Providing effective feedback. Presented at the annual Indiana Principal Leadership Institute Action Research Showcase, Indianapolis, IN.

Publication

Marrs-Morford, L. (2018). Providing effective feedback. Retrieved from <https://Web address>