Principal Name: Alicia Cornelius
School Name: Linton-Stockton Middle/High School
Team Members' Names: Holly Kirk and Dara Pilant
Principal's Email Contact: acornelius@lssc.k12.in.us

Background Leading to Our Inquiry (Slide 3)

I have been the principal at Linton-Stockton High School for 6 years. As the 5th year rolled around, I was tasked with taking the role of Principal of both the Middle School and the High School.

- As the two buildings had always been run separately, joining the two came with the need for a combined leadership team, combined vision, combined staff and combined positive culture.
- The first year of the combination was spent listening and learning the needs of both buildings and how that could become a combined effort.
- In the second year as the MS/HS principal, we made changes that would ultimately help to build the combined Miner culture.

The Purpose of Our Inquiry (Slide 4)

Therefore, the purpose of our action inquiry was to find ways to work together. There was a need to combine our efforts in order to be more productive in sharing duties.

Our Wondering (Slide 5)

We wonder how clarifying policy, procedures, and specific job descriptions might build a positive school culture?

Our Actions (Slide 6-11)

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.

- We started by creating a combined leadership team that would consist of administrators and teachers. This team became known as the Miner Cadre. We started our initiatives by holding two full day PD meetings with our team during the summer prior to the 22-23 school year.
- Within this team, we built a spreadsheet that outlined specific job duties in order for staff to know who to talk to and who would handle what.
- We created a mentorship program that set out to better welcome new staff.

Data Collection (Slide 6-11)

- Our data collection was more about building clarification (qualitative). In the slides, you can see items that show how the Miner Cadre works and a few of the tasks that have helped to guide the way.
- We did perform a survey to gather information from our staff about the year in review.

Our Discoveries (Slide 12)

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: Clear policy and procedure does help to ease our staff with the day to day of school. It leads to greater communication causing less stress in the work environment.
- Learning Statement Two: A mentorship program has created a welcoming environment for our new staff. It has helped to build relationships among new and veteran staff members.
- Learning Statement Three: The graduate profile has been great for our students to highlight skills needed for employment, enlistment, or enrollment. These skills go beyond just academics.

Where We Are Headed Next (Slide 13)

- One idea that we would like to add is a digital suggestion box for staff.
- The idea of a digital suggestion box has been discussed to include an option for our students and parents, as well.
- Continue to build the Mentorship program, formal check-ins and add instructional rounds.
- build communication from Miner Cadre to the entire staff.
- PD time dedicated for department meetings.

At this point in the school year, things are moving along pretty smoothly. There is room to continue to grow, but we have built a great start with our Miner Cadre. It is evident that staff has grown to feel more comfortable with the new alignment of the two buildings together.

Citing Your Presentation and Publication

Congratulations on completing the Year 2 Action Inquiry process! You and your team members 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:

<u>Presentation</u>

Andrews, K., Gruenert, S., & Donlan, R. (2022. Implementing instructional rounds. Presented at the annual Indiana Principal Leadership Institute Showcase of Schools, Indianapolis, IN.

<u>Publication</u>

Andrews, K., Gruenert, S., & Donlan, R. (2022). Implementing instructional rounds. Retrieved from https://Web address

Linton-Stockton
Middle/High School

**AR Project:
Building the Miner Culture**

Principal: Alicia Cornelius
Teacher Members: Holly Kirk &
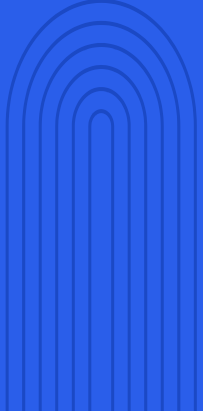Dara Pilant

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Background

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Purpose

The purpose of our action inquiry was to find ways to work together. There was a need to combine our efforts in order to be more productive in sharing duties and building culture.
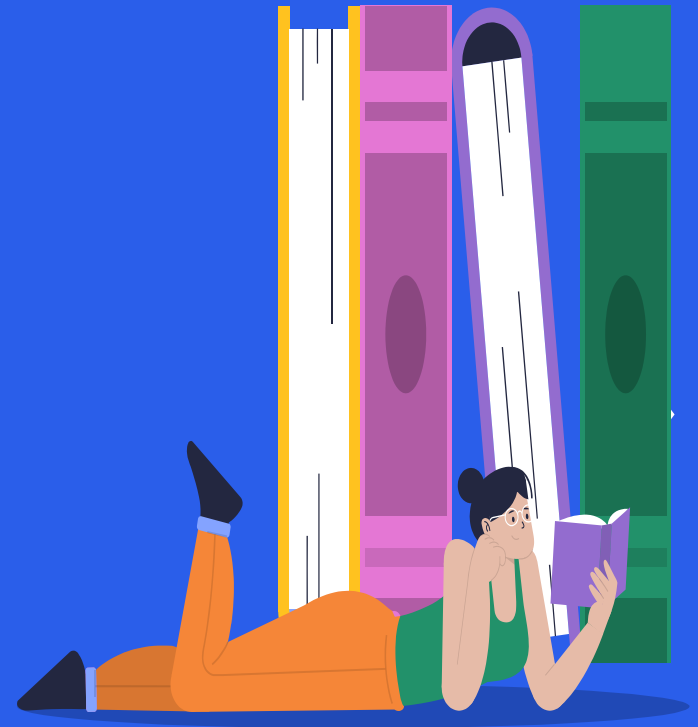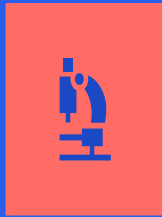
Wondering

We wonder how clarifying policy, procedures, and specific job descriptions might build a positive school culture?
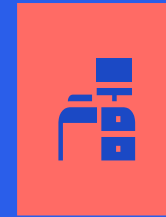
Actions

Miner Cadre

Graduate Profiles
Building the exit projects for grades 8 and 12.

Defining Decision Making
Define the specific roles of admin and office staff.

Mentorship Program
Build a program that welcomes and helps to retain.

Graduate Profiles

MY FUTURE
Graduate Profile Exit Project and Preparation

6TH GRADE · LINTON-STOCKTON

Add a **MY FUTURE** page to the Google Site

Grade six will be a sub-page

1. Choose two college/trade school/training options
   - Cost of college/training
   - Related majors for your career
   - Job placement upon graduation
   - One advantage and one disadvantage of going to this college/training program
   - Requirements to enter this school/trade
2. Choose two career options
   - Amount of education/training required
   - Salary/benefits earned
   - Job expectations

*The colleges and careers must go together

MY FUTURE
Graduate Profile Exit Project and Preparation

7TH GRADE · LINTON-STOCKTON

Under your **MY FUTURE** page, add a subpage for grade seven.

1. Add two more college/trade school/training options
   - Cost of college/training
   - Related majors for your career
   - Job placement upon graduation
   - One advantage and one disadvantage of going ... training program
   - ... enter this school/trade
   - ... raining required
   - ... r cluster

MY FUTURE
Graduate Profile Exit Project and Preparation

8TH GRADE · LINTON-STOCKTON

Under your **MY FUTURE** page, add a subpage for grade eight.

1. Students will use various assessments, research, and the Game of Life to learn more about their career choices. Students should also use the Google Site of Graduate Profiles to determine their strengths.
2. During the second semester, students will work on presentations.
3. The final presentation will tie the career and education choices to the Graduate Profiles. Presentation options will include a tri-fold/poster board, Google Slides presentation, or podcast.
4. Choose a pathway for scheduling courses for HS.

***Students must participate in the exit project in order to be eligible to participate in the honor program.

MY FUTURE
Graduate Profile Exit Project and Preparation

9TH GRADE · LINTON-STOCKTON

- Build a resume (9th grade English)
  - Add to google site on a new page
- Create pages in your google site
  - Awards/leadership opportunities/community service/experiences
  - Extra-curricular activities (clubs and athletics)
  - Courses taken and test scores
  - ***Be sure to include dates within all of these pages for each entry
- Finalize Graduation Pathways for scheduling

MY FUTURE
Graduate Profile Exit Project and Preparation

10TH GRADE · LINTON-STOCKTON

- Update all google site pages throughout the school year
- Update resume
- Create/learn to fill out a job application and create a reference list
  - Add to the resume page in google sites

MY FUTURE
Graduate Profile Exit Project and Preparation

11TH GRADE · LINTON-STOCKTON

- Update all google site pages throughout the school year
- Update resume and reference list
- Create a google site page to list
  - scholarships/college applications/internship opportunities/job shadowing experiences
  - Be sure to include dates of experiences

MY FUTURE
Graduate Profile Exit Project and Preparation

12TH GRADE · LINTON-STOCKTON

- Update all google site pages throughout the school year
- Update resume and reference list
- Job interview preparations
  - 12th grade English
- Prepare for Exit interview at end of senior year
  - All students are required to participate in creating and preparing their google site, as well as participation in the exit interview in order to be eligible to participate in the Graduation Commencement Ceremony.

Defining Job duties

Linton-Stockton Middle/High School Position Expectations

Alicia Cornelius - Principal	Jessi Stanton - Academic Dean	Brian Oliver - Academic Dean	Alicia Breedlove - Counselor	Brittony Landis - Counselor	Danielle Goodman - Career Connections Coach
All the things	Student Resource Time	Behavior	Scholarships	504s	Internships
After School Detention - Thursdays	Student Grades 6-12	Transportation Requests	AP Coordinator	21st Century Scholars	Career Connections K-12
Certified evals	Miner Academy Att/Grades/Enrollment	Student Resource Time	SATs	ILearn 6-10	Real World Ready - Workforce Mondays
ACRs	Supplemental/Credit Recovery Courses	Bus Duty	PSATs	Scheduling 6-8	Library Liaison
Approves early graduation	Summer School	After School Detention - Tuesdays	Scheduling 9-12	MS lunch duty	
	After School Detention - Wednesdays	Transportation evals	HS lunch duty	ACRs	
	Support staff evals		ACRs		

	Joni - Administrative Assistant	Sarah Groomer - Receptionist	Bette Meng - Guidance Secretary	Heather Harris - Social Worker	Josh Goodman - School Resource Officer
	Calling/assigning subs	Chromebooks	Progress reports/report cards	Social Emotional Learning	School Safety
	Student attendance	Answering doors	Scholarships	Character Strong	
	Student registration/updating on Harmony	Student sign in/out	Twin River Grades	Mental Health	
	Drug testing	Staff Attendance	Scheduling meetings for counselors		
	Teacher mailboxes		Grade verification		
	WAY TOO MANY THINGS TO LIST		Grade Change Form		

Decisions made by teachers	Decisions where teachers will routinely have direct input	Decisions school admin will make without teacher input
Classroom expectations	Semester Grade Percentages	Discipline (once sent as an office referral
Classroom management/discipline	SRT	
communication with parents (how)	Grad Profiles	
Gradebook	Schedule Changes (middle of the year)	
	Discipline (steps 1-3)	
	So many more...	

Mentorship Program

2022-2023 Mentor-Mentee Checklist

Mentor Expectations

Assist the resident teacher in preparing for the 1st day of school.
Assist resident teacher with classroom management and discipline.
Share own knowledge about lesson planning (useful classroom materials, long/short- term planning strategies, curriculum development, and teaching methods).
Help resident teacher learn to meet the procedural demands of the school.
Provide moral and emotional support and function as a sounding board for new ideas.
Provide access to other classrooms so resident teachers can observe their colleagues and begin to know and understand the different models of teaching that can exist within the school.
Engage first-year teachers in self-assessment and reflection on their own practice.
Provide support and professional feedback as novice teachers experiment with new ideas and strategies.
Ensure that new teachers and new transfers are added to the appropriate list serves and phone chain.

Mentee Expectations

Use active listening skills during discussions with your mentor. Take notes when appropriate and ask questions.
Receive feedback in a positive attitude. Your mentor will provide honest feedback to you; accept it as an opportunity to strengthen and improve your potential as a teacher.
Let your mentor know that you have followed advice and/ or suggestions, even if you have modified the suggestions.
Honor each other's time; be prepared to ask for specific guidance and advice.

First Quarter Checklist *

- [ ] Tour teacher workroom: supplies, copy machine procedures, etc.
- [ ] Discuss testing procedure if applicable.
- [ ] Review assigned duties and responsibilities for each duty.
- [ ] Share teacher dress code (Project Hope Friday, spirit days, etc.).
- [ ] Share daily lesson plan expectations. Note: Teacher should post objective for student view, lessons plans can be tailored for each educator, including method of documenting plans.
- [ ] Share first day/ week activities– provide guidance on or first week.
- [ ] Discuss/ share announcement procedures.
- [ ] Explain Harmony procedures (attendance, discipline, guidance notes, sharing with LSSC, etc.).
- [ ] Discuss arrival/ dismissal procedure.
- [ ] Discuss RISE evaluation rubric and procedure. Mus recorded per week.
- [ ] Instruct basic Google Classroom procedure.
- [ ] Share classroom management tips and procedur AS NEEDED THROUGHOUT THE SCHOOL YEAR.
- [ ] Share emergency procedures.
- [ ] Introduce yourself to the mentee and introduce your building (nurse, counselor, department hea career coach, etc.)
- [ ] Take a tour of the building, including Connecti Fab Lab, Fitness Center.

Second Quarter Checklist *

- ( ) Go over student make-up work policies.
- ( ) Discuss concerns about students who might be struggling and identify possible interventions.
- ( ) Review and clarify Student Resource Time procedures and concerns.
- ( ) Discuss Special Education and/or RtI referral process. Contact Mrs. Breneman or Mrs. Magni for direction.
- ( ) Review grade book and record keeping system (i.e. closing gradebooks and submitting grade change forms).
- ( ) Discuss ELVIS site and Professional Growth Points procedures.
- ( ) Review RISE rubric and evaluation procedure.
- ( ) Optional: Observe another classroom teacher.
- ( ) Discuss final exam procedure.

Survey Feedback

I like the idea of simplifying within the corporation. It can get complicated when trying to keep track of who belongs to which group and what their responsibilities are. Having one group of people improves the efficiency of being transparent within the corporation.

I like the idea of it.

The middle school and high school can hear the same information and discuss issues for both buildings that need to be addressed.

If the middle school and high school are going to act as one building rather than two makes sense to have one team. Plus many positions (teacher and admin) are share school and high school so it seems to be more efficient to have one team. I also thi concerns across grade levels can be discussed more easily.

It saves administration from having double meetings and staff.

I like the idea of having a mix of people from our building working to keep things organized and running smoothly. I did not know the Miner Cadre came up with the job descriptions at the beginning of the year. That was helpful and appreciated.

Having a larger panel of representatives from both the middle school and high school rather than just a couple of reps really garners a wider array of opinions and viewpoints than having a smaller group. I think it also is good because so many activities CAN include both schools and is good to do so when possible to continue to build community not only between students and student activity groups but also among staff members.

It is nice to have opinions from all areas in the room.

I like that there are staff members from all grade levels and departments. Most topics/issues are best handled when we have the various perspectives of all, then the group can make the best decision to move forward with all kids considered.
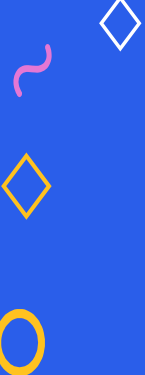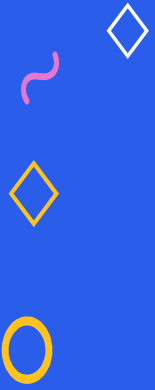
Any time teacher feedback is gathered, solid decisions are made! Different perspectives are always helpful!

Our Discoveries

Learning Statement 1:
Clear policy and procedure does help to ease our staff with the day to day of school. It leads to greater communication causing less stress in the work environment.

Learning Statement 2:
A mentorship program has created a welcoming environment for our new staff. It has helped to build relationships among new and veteran staff members.

Learning Statement 3:
The graduate profile has been great for our students to highlight skills needed for employment, enlistment, or enrollment. These skills go beyond just academics.

Where Are We Headed Next?

- Digital Suggestion Box

  - Staff, students and parents

- Continued work on the mentorship program to add instructional rounds

- Communication from the Miner Cadre to the entire staff

- PD time dedicated for department meetings