



Learning to Love Again

AMANDA KRGA, CRESTVIEW ELEMENTARY
IPLI AR PROJECT APRIL 2025

Some Context

BASE: Harmonizer

PHASE: Thinker



- Prior to being named Principal of Crestview Elementary, I served Sunnyside Elementary as Instructional Coach & Assistant Principal for 6 years.
- Developing a positive rapport with my staff and feeling a sense of belonging fulfill my psychological needs as a Base Harmonizer.
- At the end of my first year as Principal, I felt disconnected from my staff and lacked the sense of pride I felt toward my staff at Sunnyside and the impact we had on student learning.



Amanda Krga



My Wondering

I wonder if I am intentional about identifying the positive things happening in my building and reflecting on my interactions with staff members if it will positively impact my perception and attitude.

- How do my interactions with different staff members reinforce or challenge my perceptions from Year 1?
- What patterns emerge as I reflect on each day?
- How does this data impact my perception and attitude toward my building?

Morning Walk-Through
& Staff Check-Ins

Lunch @ Bernie's
(Staff Incentive)



My Actions

Telling Our Story
(Social Media Posts)

Monthly Staff
Shout-Outs

Professional Reading:
The Culture Code
The Let Them Theory

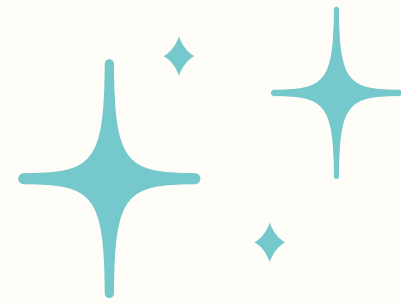


Method for Collecting Data

January-March 2025

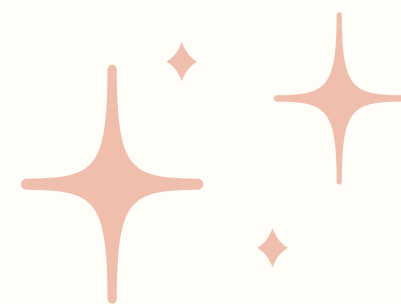
- Calendar time at the end of each school day to reflect on the day.
- Classified each day as a “good day” or a “bad day” and provided some context using a Google Form.
 - Modified in February to include “indifferent” based on my attitude some days.
 - Added classification to provide additional context as to why each day was either “good”, “bad”, or “indifferent” (i.e. productivity, student achievement special event, lack of trust, etc.)
- Identified any stand-out staff interactions at the end of the day--classifying them as “positive” or “negative”.

Digging Into the Data



***The “good” days outweigh
the “bad” days.***

27 of 34 days (79%)
were “good” days.



Staff Interactions

19 of my staff members are
named within my data.

16 positive and 6 negative
staff interactions recorded.

“When you focus on the good, the good gets better.”

My Discoveries

When I allow myself to be vulnerable with my staff, it creates space for us to connect on a deeper level.

My negative interactions with staff are limited to a very small percentage of my staff. Some of my feelings from Year 1 were affirmed; however, others were challenged. I also discovered I've had multiple negative interactions with a member of my leadership team.

There are a lot of good things happening within my building, and my impact on instruction is already evident. There are many reasons to be proud of the work me and my staff are doing.

What's Next?

- Develop a system for tracking my interactions with each staff member--being intentional to seek out and interact with those staff members not represented in my data and reflections.
- Continue to intentionally design opportunities for me to engage with my staff (personally and professionally).
- Use The Let Them Theory to focus my energy on the “right” things that will help me continue to foster a sense of belonging and pride in my school.
- Initiate courageous conversations with those few staff members with whom I’ve had multiple negative interactions with.





Bibliography

Coyle, D. (2018). *The Culture Code*.
Robbins, M. (2024). *The Let Them Theory*
Sanfelippo, J. (2020). *Lead from Where You Are*.





Thanks!

Amanda Krga, Crestview Elementary
amandakrga@msdlt.k12.in.us

