Principal Name: Justin Linch
School Name: Fall Creek Valley Middle School
Team Members' Names: Stephón Gilder & Kayci Troyer
Principal's Email Contact: justinlinch@msdlt.k12.in.us

Background Leading to Our Inquiry (Slide 2)

The beginning of this inquiry started when administration and teachers began to notice that the expectations for every classroom were different. If you stepped into any given classroom, you may notice a few common expectations, but over all there was not a school-wide set of expectations provided to teachers and students. Administration and out IPLI team began to question if this was having an impact on the number of infraction write ups there were. This led to us analyzing the data, and see the high number of infractions that were reported in the fall semester.

The Purpose of Our Inquiry (Slide 3)

As a team we came up with three reasons for this inquiry:

First - As a school we want to move to a more cohesive unit. Where there is more structure in terms of what is expected school wide. The end goal is to create expectations for every aspect of the building so that students know no matter where they are what the common expectations are.

Second - We want a main focus of our school to be building relationships with our students. That both teachers, staff would work to having established relationships in building with students. Creating an environment where students feel seen, and know that there are people in the building that care about them. We also know that building relationships with students has a positive impact on their behavior, and ability to learn.

Lastly - We want to decrease the amount of infractions per month. We believe that all three of these are connected. That if school wide expectations are created and implemented, and teachers and staff build relationships with their students, that it will impact the amount of write up's.

Our Wondering (Slide 4)

Our wondering stems from wanting to have unity in the building. If teachers are holding students accountable to the same things in every class, does that then impact the number of infractions. Our theory is that because students may be held to different expectations in each class, their behavior may be acceptable in one class and not in another, which in turn causes a write up on the student, because there is inconsistency. If we create that consistency, have by in from the teachers and staff to implement it, does that then decrease the amount of variance in the classroom and help decrease the amount of infractions?

Our Actions (Slide 5)

We began by gathering the data for the amount of write up/infractions there were for the fall semester, and saw that there was a high number of reports made.

Then we brought the staff together at a staff meeting and put them in groups of people in other content areas. We did this so that there were different perspectives be brought and discussed in the meeting. We gave them paper, split it into two column label students and teachers. Their task was to fill the paper with their ideas on what they think anyone who is in the building should see from teachers and students when they walk into the classroom.

Our IPLI team met after and went through the posters the teachers made, we found 3 common themes from all 8 groups: Respect, Responsibility, and Relationships. Once we identified those we had the teachers group up again into their same groups. We presented the themes to them, and had them again work together to come up with examples of excellence in those three categories for both teachers and students.

Once the meeting was over we reconvened as a leadership group and created a document (shown above) with what the teachers wrote. At our first staff meeting in January we had the teachers look over the document and as a group we went over each category.

We had a copy for each teacher for to post in their room. As well as had a copy available online for teachers to show during class. We asked that at the beginning of each period the first week of school teachers would review the expectations with their students.

Data Collection (Slide 6)

Since implementing these expectations at the beginning of the semester in the January our leadership team has pulled our data for write up/infraction data every month. We can see a significant decline in writes from the fall semester too now. In the fall we were averaging 125 write up's/infractions a month. Now we are averaging 84 a month, which is a 32% decrease.

Our Discoveries (Slide 7)

Look back on this process we have two learning statements:

Learning statement one: Staff collaboration created more buy in building wide

Learning statement two: Setting consistent expectations for excellence in every classroom has helped in decreasing the quantity of student write ups

First - Staff collaboration created more buy in building wide. By including the staff in the brainstorming process, and using their thoughts and ideas to create our expectation document the amount of buy in from teachers was higher. Teachers saw their thoughts and ideas in the document so they wanted to hold students accountable to those things. They also set goals for themselves on which category they wanted to focus on improving on. If a teacher wanted to grow in building relationships they were going to focus more on that category this semester.

Lastly - Setting consistent expectations for excellence in every classroom has helped in decreasing the quantity of student write ups. From the data we can see that our expectation did have an impact on infractions. While we will not give all the credit to the expectations, we know that when students have consistency from class to class, we can see a decline in infractions.

Where We Are Headed Next (Slide 8)

Where are we going from here?

It has been great to see the positive impact from this, and we want to continue the progress we are making. We started with student input and we want to continue in that path. We plan to meet up with teachers in the coming weeks to hear their feedback on the expectations. We want to know what worked, what didn't, how could we change it to make it better. Once we have that meeting we will edit the document to be ready for the 2022-2023 school year.

We also want to use this document as the first step in creating school wide expectations for all areas for the school. This is going to be the template that admin and leadership teams will use to create expectations of excellence for the hallway, the cafeteria, the library, etc.

We are excited to continue seeing positive change in our school through setting consistent expectations of excellence!

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Classroom Excellence

Fall Creek Valley Middle School

Principal: Justin Linch
justinlinch@msdlt.k12.in.us

Team members:
- Stephón Gilder
- Kayci Troyer

Background leading to this Inquiry

- Fall Creek Valley saw an increase in the quantity of infraction write ups in the building.

- Administration and teachers noticed a lack of consistency in the expectations in the classrooms.

Fall Report

Insubordination/Disrespect by Race			
Total Reports To Date		**% of Total Infractions**	
642		100%	
Black	**Hispanic**	**Multi**	**White**
477	51	62	52
74%	8%	10%	8%

Monthly Average (5 mon):

128.4

Purpose of this inquiry

1. Establish building wide classroom expectations to create consistency
2. Encourage building relationships with students
3. Decrease the amount of infractions per month
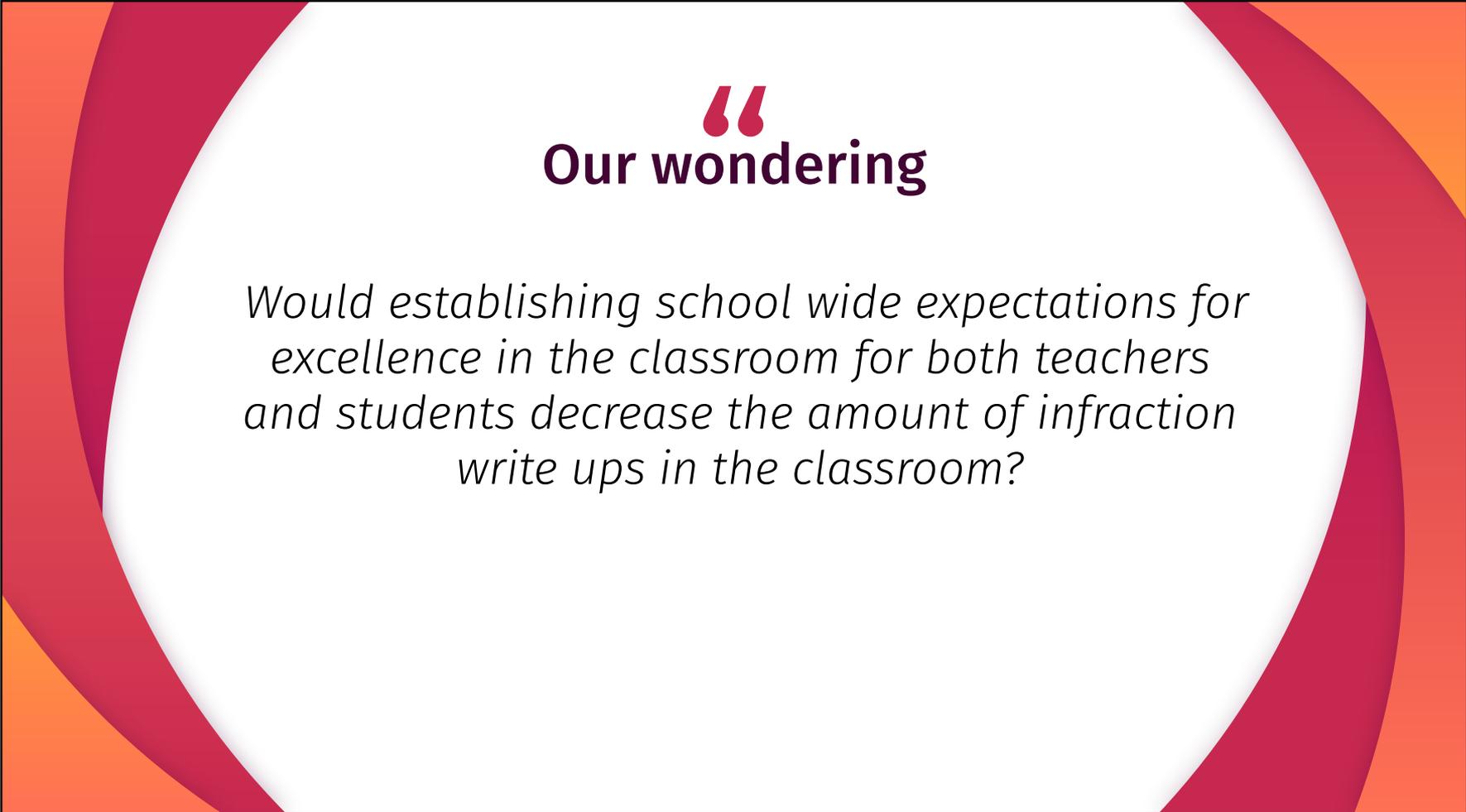
"
Our wondering

Would establishing school wide expectations for excellence in the classroom for both teachers and students decrease the amount of infraction write ups in the classroom?

WILDCAT CLASSROOM EXPECTATIONS

	Respect	Responsibility	Relationships

S T U D E N T S	• Active listening in class
	• Use appropriate language, volume, and tone
	• Use technology appropriately (Chromebooks, AirPods, Cell Phones)
	• Value others' property
	• Keep hands, feet, and objects to yourself
	• Have a Growth Mindset
		• Self advocacy
		  ○ Students emailing teachers
		  ○ Asking questions in class
		  ○ Checking their work
		• Prepared
		  ○ Coming to class with all needed materials (i.e. computer, charger)
		• Turning assignments, and work in on time
			• Collaborating with peers
			  ○ Group work
			  ○ Discussions
			  ○ Table partners
			  ○ Utilize peers as a resource
			• Celebrate achievements of others in the classroom

S T A F F	• Real world/student world relevancy
	  ○ Build student interests into the lesson
	• Seeking student input in classroom/culture
	• Celebrate diversity/discuss equity
		• Be prepared
		  ○ Lesson plan in advance with Standards, Targets, and SC
		  ○ Have lesson plans and ALL materials printed ahead of time in case you are absent
		  ○ Differentiate
		• Have materials students needed listed on door, or set consistent expectations for what students will need for class each day
		• Value "Instructional Real Estate"
			• Have conversations about their life
			• Acknowledge and empower students outside of just academics
			• Have students be the teacher
			• Collaborating with peers
			• Communicate with parents/guardians
			• Determine best learning style for each student
			• Attending performances and activities outside of school
			• Celebrate students' individual diversity, uniqueness, and cultural traditions

https://docs.google.com/document/d/1govIJ3WakIVK9V5cDUV1oAXViyRn22NI66gmVl4OKO8/edit?usp=sharing

Our Actions:

1. Pulled infraction report for Fall semester. Created a break down of write ups.
2. Group teachers up and had them create a list of what they expect to see in the classroom from teachers and students.
3. Used information to narrow down common themes from staff input
   a. Common themes:
      i. Respect
      ii. Responsibility
      iii. Relationships
4. Staff teamed up and used themes to create examples of excellence in each category for both staff and students
5. From that we created a common document that all staff have posted in their classrooms, and went over with all of their classes. (image to the left)

Data Collection: January – March Reports

January

Insubordination/Disrespect Reports for the Month of January					
	Black	Hispanic	White	Multi	Total
07	15	6	4	4	29
	51.7%	20.7%	13.8%	13.8%	
08	34	12	1	3	50
	68.0%	24.0%	2.0%	6.0%	
Grand Total	49	18	5	7	79
	62.0%	22.8%	6.3%	8.9%	

February

Insubordination/Disrespect Reports for the Month of February					
	Black	Hispanic	White	Multi	Total
07	21	3	3	1	28
	75.0%	10.7%	10.7%	3.6%	
08	35	4	5	4	48
	72.9%	8.3%	10.4%	8.3%	
Grand Total	56	7	8	5	76
	73.7%	9.2%	10.5%	6.6%	

March

Insubordination/Disrespect Reports for the Month of March					
	Black	Hispanic	White	Multi	Total
07	28	10	2	3	43
	65.1%	23.3%	4.7%	7.0%	
08	33	13	3	5	54
	61.1%	24.1%	5.6%	9.3%	
Grand Total	61	23	5	8	97
	62.9%	23.7%	5.2%	8.2%	

Our Discoveries

- Staff collaboration created more buy in building wide

- Setting consistent expectations for excellence in every classroom has helped in decreasing the quantity of student write ups

Where are we going?

1.) Collect input from staff on their perspective on the success of these expectations in the classroom. Then use that feedback to revise the document for the 2022-2023 school year.

2.) Use this document as a springboard in creating expectations for excellence in other areas of the school for both students and staff (hallways, cafeteria, etc.)