# Improving Climate and Culture Through Feedback

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**School Name**: Warren Central High School
**Team Members' Names**: Allison Bodine, Trent Bodine
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## Background Leading to Our Inquiry (Slide 2)

The COVID-19 pandemic has impacted public education as much as any other aspect of society. Students, teachers, and staff have all experienced increased socioemotional stress as we continue to battle the pandemic. Staff and student absences are at an all-time high both district wide and at the high school. Both HRS Level 1 survey data and internal climate audit surveys conducted on Panorama point to staff morale as the biggest area of concern at the high school of 3600 students and 180 certified staff.

## The Purpose of Our Inquiry (Slide 3)

The purpose of our action research was to improve staff and teacher morale by developing positive relationships with teachers and staff by improving communication and soliciting feedback throughout the school year.

## Our Wondering (Slide 4)

With this purpose, we wondered how soliciting more feedback/input from teachers and students will affect the climate and culture of Warren Central High School.

- **Subquestions:**
    - Will hosting Teacher Advisory Meetings improve communication between administration and staff?
    - Will hosting Student Advisory Meetings improve communication between administration and students?
    - Will monthly one on one meetings between teachers and department chairs improve communication between administration and staff?

## Our Actions (Slide 5)

A district wide parent, staff, and student survey was conducted last Spring. The survey indicated that staff morale was low, and that teachers and students desired more input.

We created teacher and student advisory panels and opportunities for staff to share feedback at regular times throughout the year. These panels included 5 different groups of staff members and 2 different groups of students.

Department chairs (who are evaluators and administrators in our building) conducted biweekly one on one meetings with each new staff member. They met monthly with all other teachers.

Assistant principals have weekly one on one meetings with each department chair.

A new district wide parent, staff and student survey was conducted in late March. We are still waiting on results.

## Data Collection (Slide 6)

The questions utilized in one on one meetings are listed on the slides. Department chairs led additional discussions with each teacher regarding specific teaching and learning items specific to the teacher.

## Our Data (Slides 7-8)

Early data showed teachers were expressing concern about communication, attendance, policies and student behavior. Teachers expressed a desire for increased opportunities for feedback and involvement in decision making.
Qualitative data from the advisory boards indicated that further action steps were needed to address some immediate needs.

## Action Steps from Feedback (Slide 9)

Step 1: Implement Mobile Offices to increase administrative presence in the halls to get students to class.

- Principal, Assistant Principals, Deans were assigned to specific locations in the hallways throughout the building.
- Worked from a cart; decreased meetings during the school day to increase administrative presence throughout the building.

Step 2: Rework second semester master schedule to free up teachers to staff hall supervision and CORE room (tardy room).

- CORE room staffed by 2 teachers and 1 administrator each period.
- Two teachers each period as additional hallway supervisors.

Step 3: Any student arriving late to class reports to the CORE Room and staff work collectively to ensure students are in their assigned area.

## Data from Action Steps (Slide 10-11)

Teacher advisory board comments following the implementation of the additional action steps were very positive. Data supports the positive impact on climate and culture as well.

Student tardies decreased to less than 1% of the student population each period within 1 week of implementation of the CORE room. Current data indicates that less than 0.5% of student population is tardy each period.

Referrals have decreased significantly from the beginning of the year. Special education referrals have decreased as well from the beginning of the year.

## Our Discoveries (Slide 12)

*Learning Statement One: Intentional administrative support to protect the learning environment reduces distractions, improves instruction, and reduces teacher frustration. (CORE Room)

*Learning Statement Two: Teacher voice and having an audience to express concern and provide feedback on building decisions increases teacher efficacy and agency.

*Learning Statement Three: Student feedback and recognition of student success supports classroom engagement and school culture

## Where We Are Headed Next (Slide 13)

As we attempt to navigate the new normal created by the pandemic, we must continue to find ways to solicit a variety of feedback from teachers and students. Improved communication with administration has started to re-establish teacher and student ownership of the on-goings at WCHS.

Teachers at WCHS lost the sense of community during the heart of the pandemic and feel much less connected to our students and each other. WCHS Administration must continue to find ways to solicit feedback to identify areas of growth. Additionally, we are designing a plan to intentionally facilitate collaboration and team building to continue to re-establish the sense of community at WCHS for the 2022-2023 school year..

Tutt (2022) outlines increased presence and soliciting feedback as ways to improve teacher morale. Administrators established mobile offices in the hallways to increase visibility, the CORE room was established, teacher advisory boards met monthly, administration and PTSA have worked together to provide small treats for teachers. Teacher and Student Advisory Boards will continue to keep the lines of communication open between stakeholders at Warren Central. We will continue to look into how a continued cycle of intentional feedback from teachers and students will foster the development of teacher and student leaders.

Finally, we are designing a system to recognize student leaders through a Distinguished Graduate Program to celebrate the successes of more students within the Senior Class.

## Bibliography (Slide 14)

Tutt, P. (2022, February 4) How to Lead with Empathy. Retrieved from https://www.edutopia.org/article/how-lead-empathy

# Improving Climate and Culture through Feedback

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Warren Central High School

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Team Members' Names:
Allison Bodine & Trent Bodine

# Background Leading to this Inquiry

- Students, teachers, and staff have all experienced increased socioemotional stress throughout the pandemic.
- Staff and student absences are at an all-time high both district wide and at the high school.
- Both HRS Level 1 survey data and internal climate audit surveys conducted on Panorama point to staff morale as the biggest area of concern at the high school of 3600 students and 180 certified staff.

# Purpose of This Inquiry

The purpose of our action inquiry was to improve staff and teacher morale by developing positive relationships with teachers and staff by improving communication and soliciting feedback throughout the school year.

# Our Wondering

With this purpose, we wondered how soliciting more feedback/input from teachers and students will affect the climate and culture of Warren Central High School.

# Our Actions

District survey data suggested that teacher morale was low.

Create advisory panels and opportunities for staff to share feedback at regular times throughout the year.

***Teacher Advisory Board***

- 5 different groups of staff members

***One on One's with Department Chairs (administrator) & Teachers***

- Weekly check in with Department Chairs and AP
- Department Chairs met weekly/biweekly with new staff
- Department Chairs met monthly with all staff in their department

***Student Advisory Board***

- 2 student groups

# Data Collection

## Sample of Questions Asked During Feedback Sessions

***Teacher/Student Advisory Questions***

What is going well?

What is causing you frustration?

How can administration support you better?

What makes a great classroom?

What else would you like to share?

***Department Chair One on One Questions***

What is your current frustration? How can we fix it?

How are you disrupting your own status quo?

What personal action steps did you take? What were the results?

What can I do, as your department chair, to better support you?

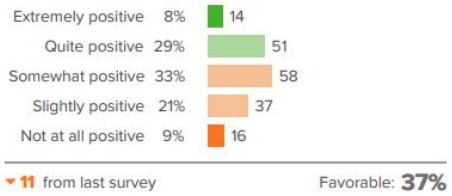
What are you doing differently to change the student status quo?

& Additional Teaching & Learning focused questions.

# Our Data

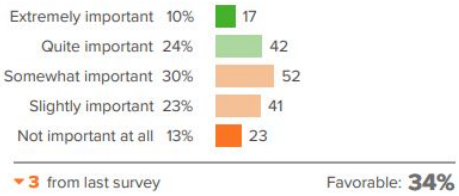
**Early data showed teachers were expressing concern about communication, attendance, policies and student behavior.**

**Q.1: How positive is the tone that school leaders set for the culture of the school?**



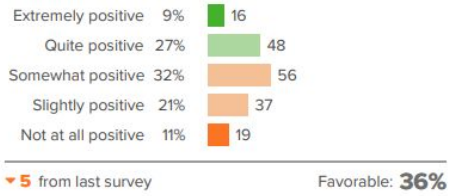

▼ 11 from last survey — Favorable: **37%**

**Q.2: For your school leaders, how important is teacher satisfaction?**



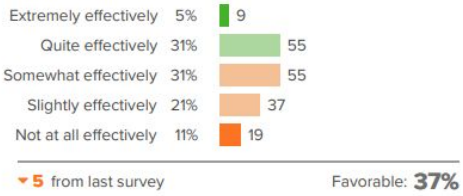

▼ 3 from last survey — Favorable: **34%**

**Q.3: Overall, how positive is the influence of the school leaders on the quality of your teaching?**




▼ 5 from last survey — Favorable: **36%**

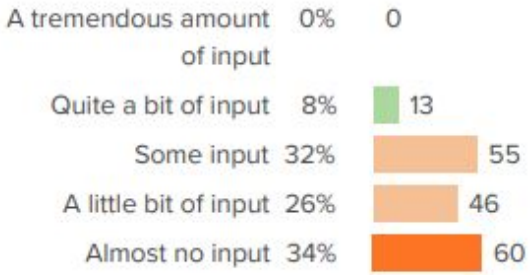
**Q.4: How effectively do school leaders communicate important information to teachers?**




▼ 5 from last survey — Favorable: **37%**

**If you could change anything about working at your school, what specific changes would you make?**

**Q.9: When the school makes important decisions, how much input do teachers have?**




▼ 3 from last survey — Favorable: **7%**

# Our Data

What causes you frustration?

***"Behavior issues are affecting academic initiatives."*** - Social Studies Teacher

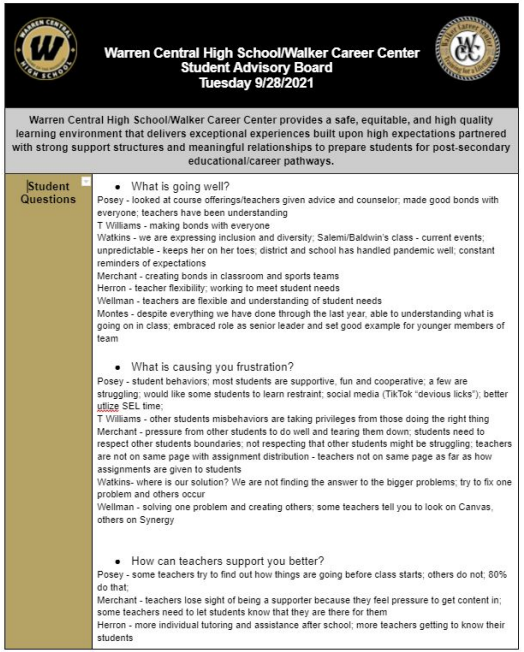
***"Students are not in class on time."*** - English Teacher

***"I am anxious about students not getting to class on time. Is there anything we can do about this?"***
- World Language Teacher

How can administrators support you better?

***"There is a vibe that teachers, students and admin are not on the same team. We need to create a way to create a unified message."***
- Math Teacher

***"Safety is an issue. Having hall sweeps to get more students in their assigned area."*** - Special Education Teacher



**Warren Central High School/Walker Career Center**
**Student Advisory Board**
**Tuesday 9/28/2021**

Warren Central High School/Walker Career Center provides a safe, equitable, and high quality learning environment that delivers exceptional experiences built upon high expectations partnered with strong support structures and meaningful relationships to prepare students for post-secondary educational/career pathways.

**Student Questions**

- What is going well?

Posey - looked at course offerings/teachers given advice and counselor; made good bonds with everyone; teachers have been understanding
T Williams - making bonds with everyone
Watkins - we are expressing inclusion and diversity; Salemi/Baldwin's class - current events; unpredictable - keeps her on her toes; district and school has handled pandemic well; constant reminders of expectations
Merchant - creating bonds in classroom and sports teams
Herron - teacher flexibility; working to meet student needs
Wellman - teachers are flexible and understanding of student needs
Montes - despite everything we have done through the last year, able to understanding what is going on in class; embraced role as senior leader and set good example for younger members of team

- What is causing you frustration?

Posey - student behaviors; most students are supportive, fun and cooperative; a few are struggling; would like some students to learn restraint; social media (TikTok "devious licks"); better utilize SEL time;
T Williams - other students misbehaviors are taking privileges from those doing the right thing
Merchant - pressure from other students to do well and tearing them down; students need to respect other students boundaries; not respecting that other students might be struggling; teachers are not on same page with assignment distribution - teachers not on same page as far as how assignments are given to students
Watkins- where is our solution? We are not finding the answer to the bigger problems; try to fix one problem and others occur
Wellman - solving one problem and creating others; some teachers tell you to look on Canvas, others on Synergy

- How can teachers support you better?

Posey - some teachers try to find out how things are going before class starts; others do not; 80% do that;
Merchant - teachers lose sight of being a supporter because they feel pressure to get content in; some teachers need to let students know that they are there for them
Herron - more individual tutoring and assistance after school; more teachers getting to know their students

# Our Actions based on Feedback

**Step 1:** Implement Mobile Offices to increase administrative presence in the halls to get students to class.

**Step 2:** Rework second semester master schedule to free up teachers to staff hall supervision and CORE room (tardy room).

**Step 3:** Any student arriving late to class reports to the CORE Room and staff work collectively to ensure students are in their assigned area.

# Data from Action Steps

***"Having admin in the halls supports teachers in getting students to class on time."***
- Science Teacher

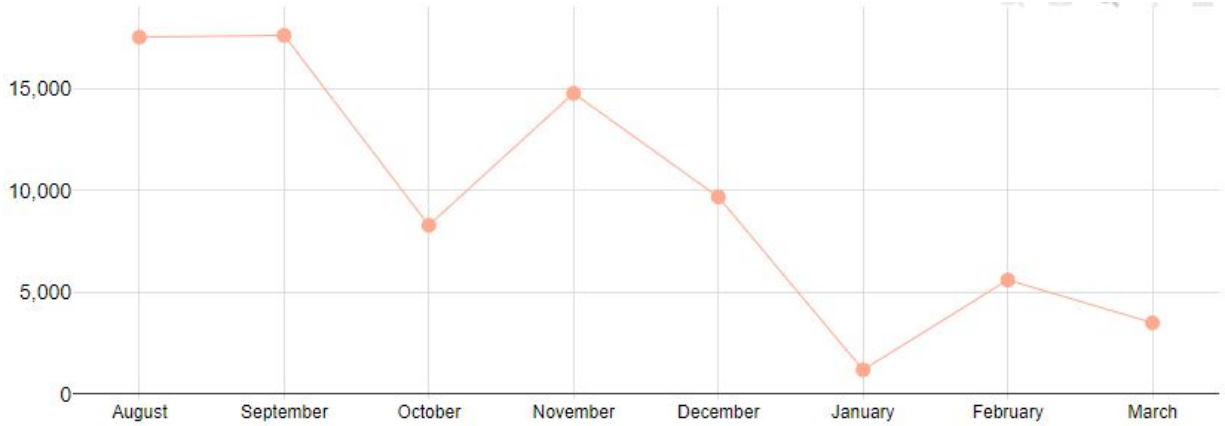
***"The CORE room is an initiative that all staff is working together and it has really helped staff morale and kids being in class."***
- Social Studies Teacher

***"I am happy to staff the CORE room to support my fellow staff. Working with the students in the CORE room has helped me connect with students and support them in getting to class on time."***
- Special Education Teacher

***"It is easier to focus in class now that class doesn't get disrupted by so many students arriving late."***
- WCHS Junior

# Data from Action Steps (continued)

**Tardies Comparison by Month**




*January, we did have a few weeks of virtual instruction

**Special Education Student Referral Comparison**

| SpEd Referrals (Focus Area of SIP) | Total |
|---|---|
| August, September, October | 246 |
| January*, February, March | 86 |

# Our Discoveries

***Learning Statement One:** Intentional administrative support to protect the learning environment reduces distractions, improves instruction, and reduces teacher frustration. (CORE Room)

***Learning Statement Two:** Teacher voice and having an audience to express concern and provide feedback on building decisions increases teacher efficacy and agency.

***Learning Statement Three:** Student feedback and recognition of student success supports classroom engagement and school culture

# Where We Are Heading Next

- Collective Ownership through Improved Communication
- Dedicated Collaborative Time for Department/Subject Groups
- Continued Feedback from Advisory Groups
- Recognize Student Success through Distinguished Graduate Program.

# Bibliography

Tutt, P.  (2022, February 4) How to Lead with Empathy.
https://www.edutopia.org/article/how-lead-empathy