INDIANA
Principal Leadership
INSTITUTE

Template for Team AR Narrative - Year 2

Principal Name:
School Name:
Team Members' Names:
Principal's Email Contact:

Background Leading to Our Inquiry (Slide ?)

Outline what led your team to this particular inquiry. Include the following:
- Context
- The Issue/Tension/Dilemma/Problem that led to your team's action research

The Purpose of Our Inquiry (Slide ?)

Therefore, the purpose of our action inquiry was to . . .

Our Wondering (Slide ?)

With this purpose, we wondered . . .

Our Actions (Slide ?)

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

In this section, provide the following:
- An articulation of any change/intervention/innovation/procedures your team introduced

An excellent way to think about creating these segments is chronological – what did your team do first, second, third, etc. You should include such things as the timing and amount of each detail you share.

Data Collection (Slide ?)

Share the ways your team collected data to understand better what was implemented.

Our Data (Slides ?)

Present data and share the ways your team analyzed the data. **You may need additional slides**.

Quantitative data is often presented in graphs/charts,/tables. You may wish to give quantitative data in at least two kinds of graphs organized in different ways to help you explain various aspects of your team's learning.

Qualitative data is often presented as excerpts of text from a journal, teacher reflections, etc. You may wish to submit qualitative data by including one or more text samples to help you explain different aspects of your learning.

Our Discoveries (Slide ?)

In this step, summarize your team's learning in two-three succinct statements that illustrate the most critical facets of what your team learned:
- Learning Statement One:
- Learning Statement Two:
- Learning Statement Three:

Next, restate each learning statement and explain it. The explanation of your team's learning statement should refer to your data, and you should include actual data within the description.

Where We Are Headed Next (Slide ?)

In this step, reflect on your team's action research journey as a whole that accomplishes the following:
- General reflection on the specific action research cycle just completed (Some Questions to Consider: What has your team learned about your school? What have you learned about your teachers? What are the implications of what your team has learned for your work?)
- Generation of Directions for The Future (Some Questions to Consider: What changes will your team make or have made in your practice? What new wonderings does your team have?)

As you present your concluding thoughts, once again, consider weaving a reference or two into your conclusions to connect your findings to the field of administration at large.

Bibliography (Slide ?)

In this step, provide the bibliographic information for any references you cited in any previous steps. List your references in alphabetical order by author's last name. Follow APA, 6th Edition, to enter information about each of your references. Some examples are provided below. Examples of other reference types can be found here: http://owl.english.purdue.edu/owl/resource/560/06/. You may also find the Citation Machine helpful (http://citationmachine.net/).

Books
- Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle.* Location: Publisher.

Single Author Article
- Author, A. A. (Year of publication). Title of the article. *Name of journal, volume (number)*, page numbers.

Multiple Authors Article
- Author, A. A. & Author B.B. (Year of publication). Title of the article. *Name of journal, volume (number)*, page numbers.

Websites
- Author, A. A., & Author, B. B. (Date of publication). Title of document. Retrieved from http://Web address

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

Action Research Project

Lincoln Elementary School (SBCSC)
Principal: Tracy Strieder
Email: tstrieder@sbcsc.k12.in.us
Team: Susan Archer and Karen Eppert

Background Leading to this Inquiry

When the Covid Pandemic shut down in-person learning the Lincoln staff knew we were going to have to come up with a way to continue our misson. We needed to unite our students and staff even though we weren't physically together. We decided to strengthen our PBIS initiative . We developed weekly meetings to reiterate school expectations for behaviors and learning. When in-person learning resumed these weekly meetings, known as PRIDETIME, continued and does so to this day.

R.O.A.R.S

Background Leading to this Inquiry

While the PBIS committee developed Pridetime, they also came up with a ticket system to help reward and motivate students. When any staff member observed a student meeting our going above expectations, he our she were given a ticket. These tickets were saved by students and could be used to "purchase" varous rewards and incentives. These rewards and incentives could be individual, for the class, grade level , or even for the whole school. While most staff members were using the system, it was noticed that not all classrooms had clear outlines of what the tickets meant or how they were used. It seemed that not everyone was aligned to common Lincoln Elementary School expectations

R.O.A.R.S

Purpose of the Inquiry

- Therefore, the purpose of our action inquiry was to determine if our PBIS Pyramid was being used and still relevant.

YOU-Lion Reward

CLASS-Pride Reward

GRADE LEVEL- Pride Reward

All School-THE PRIDELAND REWARD

Our Wondering...

With this purpose, we wondered, are teachers and staff members still using the PBIS Rewards Pyramid and how does this corrolate with school-wide discipline data?

Our Actions:

Step 1: Designed a survey
Step 2: Shared the survey with teachers
Step 3: Collected results
Step 4: Reviewed results/data
Step 5: Ensured that everyone has access to/copies of pride tickets
Step 6: Determined what follow up is needed- Will introduce behavior chart/ incentive binder

R.O.A.R.S
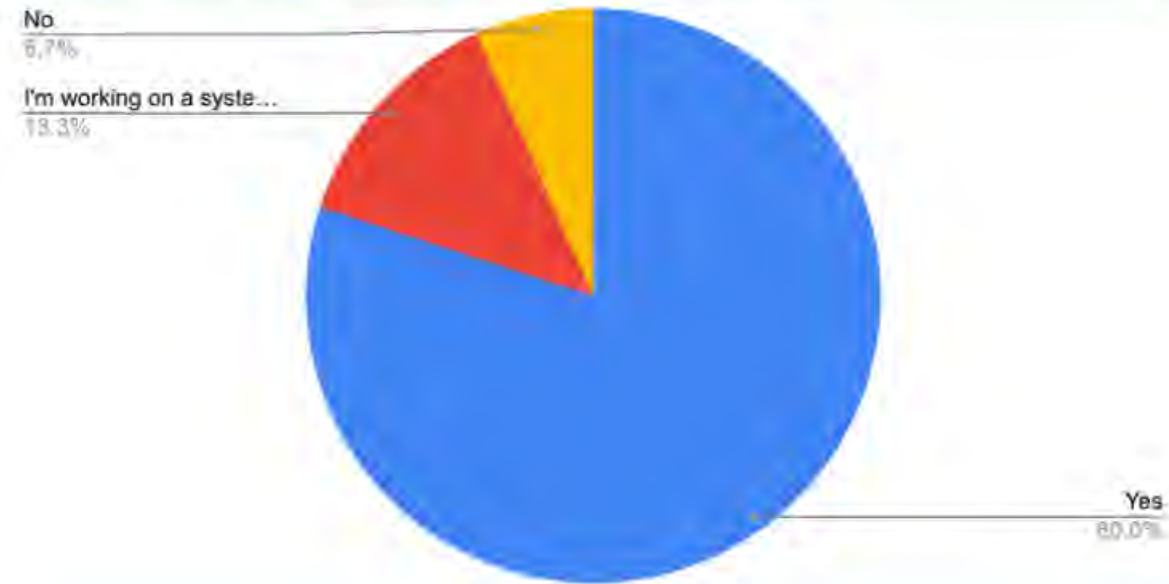2023-2024

Showed
Respect
Ownership
Attitude
Responsibility
Safety

Today!
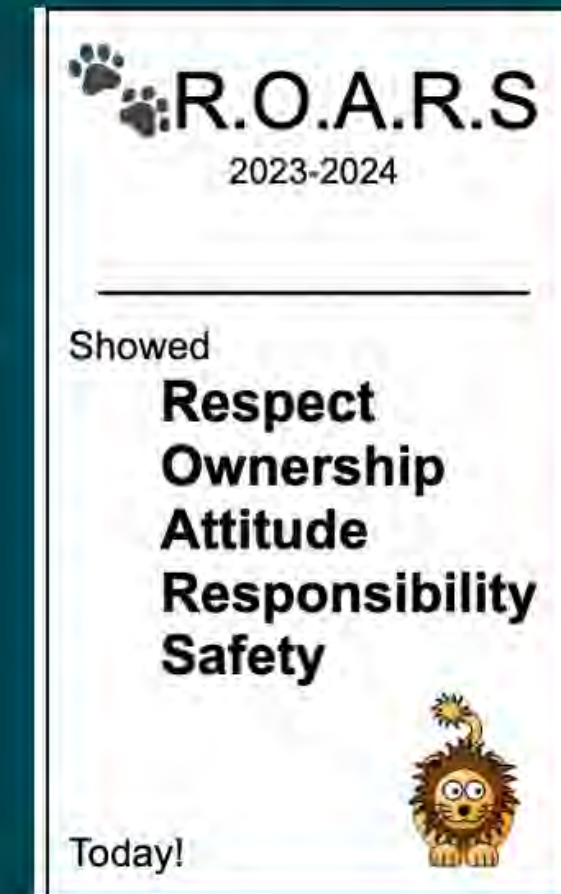
Data Collection

Teacher Survery

Click Clipboard

Our Data

1.). Do your students earn individual awards/prizes/incentives in your classroom?

No
6.7%

I'm working on a syste...
13.3%

Yes
80.0%

Do your students earn whole class awards/rewards/incentives

I'm working on a syste...
6.7%
No
6.7%

Yes
86.7%
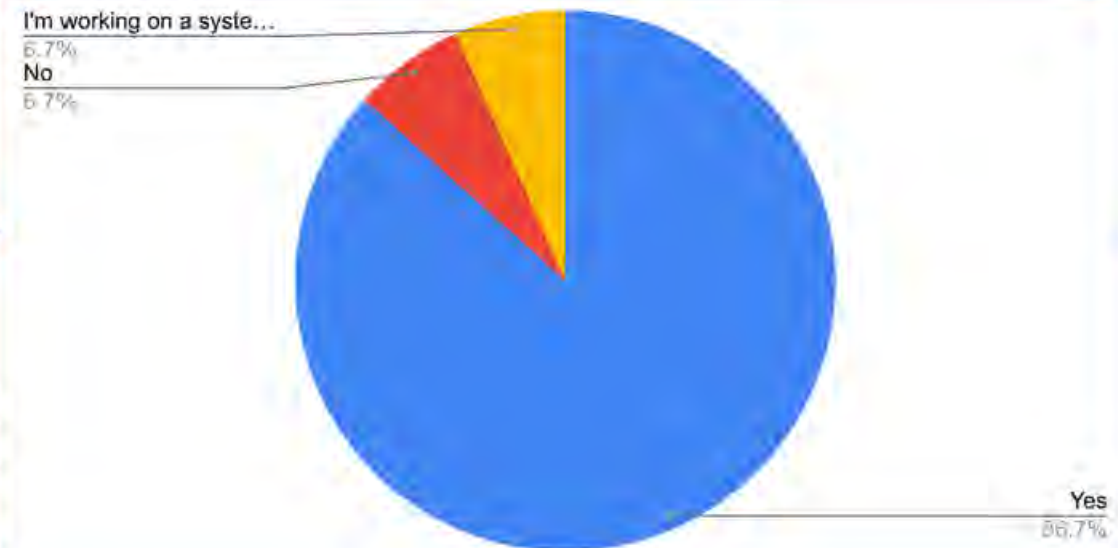
Does your grade level currently have grade level celebrations?

Yes
20.0%

We are discussing it...
20.0%

No
60.0%
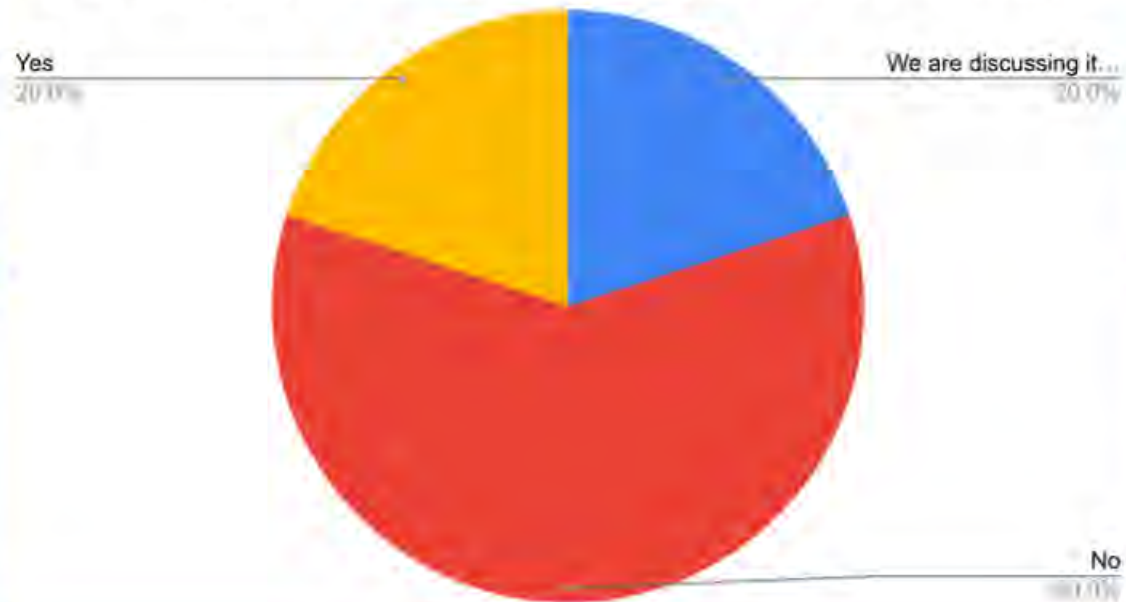
Our Discoveries

Learning Statement #1

Most Lincoln teachers are using at least 3 out of 4 steps in our pyramid

Learning Statement #2

Most teachers are not using a grade level reward tier, but would like more information

Learning Statement #3

The PBIS system is successful for the majority of students

Learning Statement #1

We've learned that PBIS is supported and used throughout our building. Most teachers are using some sort of rewards systems in their classrooms.

Learning Statement #2

Our teachers are wanting more information regarding grade level celebrations.

Learning Statement #3

Students are experiencing success with the school-wide PBIS systems.

- First Quarter, 85% of students were successful with Tier 1 PBIS Structures

- By Third Quarter, 91% of students were successful with Tier 1 PBIS Structures

Where We're Heading Next...

We've learned that our school is very much in favor of our PBIS rewards system. We need to investigate further whether we should keep the grade level reward tier or remove it from the tiered steps.

Our teachers are wanting ideas for incentives and rewards. We will share the Behavior Charts and Incentive Ideas binder. While we've started it, we are encouraging everyone to use and/or to add to it. We want it to be a growing resource.

In our ongoing pursuit of clear, high expectations of learning and behavior at Lincoln, a second Pridetime has been added to our week. This mid-week, all school meeting is focused on SEL. It highlights the importance coping skills and de-esculation strategies