

# Indiana Principal Leadership Institute

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Cohort #3  
Action Research  
Showcase

April 13, 2016



# Action Research Showcase

*Imagine that you notice a large pond that is stagnant and that you are enticed to create some type of movement or change in the water. As you near the edge, you notice the pond is surrounded by numerous stones. You reach down, pick up a stone, and toss it as far out into the center of the pond as your strength allows. While lying beside the pond, the stone had no impact on the water, but once tossed in, it disturbs not only the stillness of the water where it lands, but also emanates ripples from its landing place that eventually reach the perimeter of the pond.*

*An unshared inquiry is like the stone lying beside the pond. Unless that inquiry is tossed into the professional conversation that contributes to the knowledge base for teaching and administration, it has little chance of creating change. However, once tossed in, it disturbs the status quo of educational practices, creating a ripple effect that begins with the principal himself and his immediate vicinity (the teachers and students in the building) and emanates out to a district and a state, eventually reaching and contributing to a transformation at the perimeter of practice — in the education profession itself!*

Nancy Dana

*(Leading with Passion and Knowledge, 2009, p. 135-136)*

## Schedule

<u>Time</u>	<u>Event</u>	<u>Table Selected</u>
9:15 a.m.—9:45 a.m.	Session 1	
9:50 am—10:20 am	Session 2	
10:20 am –10:35 am	Break	
10:35 am—11:05 am	Session 3	
11:10 am	Showcase of Schools Celebration	



*A Special Thank You to...*

*Dr. Nancy Dana*

*Thank you for leading us through  
our inquiry journey!!*

**Table 1**

**Angie Lewis-Hawkins, Facilitator**

*∞Collaboration, Peer Observations, Professional Development, and Support are Key for New and Beginning Teachers*

**Amy Linkel**, South Ripley Elementary School  
alinkel@sripley.k12.in.us

As a new administrator myself, I recognize the need to support new and beginning teachers. I want to provide them the most help and support possible, while also receiving feedback from them, on what they need to be successful. Based on feedback I receive from the teachers, I plan to offer and/or send them to the professional development they ask for, allow them to observe others teaching, and support them in any way needed, including bi-monthly “new teacher” discussions.

*∞Walking the Walk with Data Talks*

**Christy Merchant**, Waldron Elementary School  
cmerchant@ses.k12.in.us

Our school transitioned this year from Dibels and Acuity to NWEA assessments for all students K-5. With many other changes for teachers also occurring, I opted to learn about the data, reports, and purposeful use of the results to improve instruction myself and then share key information with staff during professional development. I focused my research on my personal increased knowledge of NWEA and how it affects the quality of data driven conversations and decisions in our school.

**Table 2**

**Rob Moorhead, Facilitator**

*∞Fostering an Environment of Professional Development*

**Andrew Deming**, East Noble Middle School  
ademing@eastnoble.net

How do I foster ongoing professional development with my staff to ultimately have a positive impact on their continuous growth? This presentation will share an action research project that focuses on multiple professional development avenues to promote a growth mindset with my staff while also achieving our school improvement goals.

*∞What Can I Do to Move From Building Manager to Instructional Leader*

**David Hubster**, Jasper Middle School  
dhubster@gjcs.k12.in.us

Often times, I would get caught up in the daily tasks of the school and would miss opportunities to stay connected to the bigger picture. My goal this year was to attend as many of the various meetings that I sometimes overlooked.

**Table 3**

**BeAnn Younker, Facilitator**

*∞Scheduling Time for Wellness*

**Karen Shuman**, Southwestern Middle School  
kshuman@tsc.k12.in.us

As school administrators, so much of the day is responding to the needs of others that we put ourselves last on the “to-do” list. Even “to-do” lists get put on the next “to-do” list, but we really should put ourselves first or we can not perform at our best. So if a “to-do” list doesn’t help me take care of my wellness, then the next step is to make an appointment to meet with myself to schedule my daily wellness plan. My daily calendar has scheduled-in activities to improve my physical, emotional, mental, and spiritual wellness.

*∞Finding Work/Life Balance While Building Leadership Capacity in Others*

**Karen Wesely**, Charlestown Middle School  
kwesely@gcs.k12.in.us

As a leader, I was struggling with two main issues. First, how to build leadership capacity in others. Second, how to provide more work, home, and personal life balance in each week. I wondered if trying to do both would make me more productive in my own work, as well as reduce the overwhelming amount of anxiety found in my daily walk as a leader.

**Table 4**

**Rhonda Peterson, Facilitator**

*∞Goal Oriented PD that Produces Outcomes*

**Tara Bush**, Olive Township Elementary  
tbush@npusc.k12.in.us

I know the importance of being a strong instructional leader in order to see growth in my staff and students. It was not long ago that I was a teacher and looked to my principal for the knowledge, direction and encouragement to help me improve. My goal was to get teachers excited about coming to PD meetings, knowing they are going to get something worthwhile and meaningful that they can implement. To accomplish this, I worked to create a focused plan to provide my staff with a year of meaningful and goal-oriented PD meetings.

*∞Increasing Teacher Effectiveness and Sustainability through Affirming Best Practices*

**Leslie Draper**, Inspire Academy  
ldraper@inspiremuncie.org

As a leader, I naturally hone in on things teachers can improve to increase effectiveness. I began to wonder what impact affirming and supporting best practices would have on effectiveness and sustainability. Can this alone make a noticeable impact?

**Table 5****Mike Krutz, Facilitator****∞Developing a Positive Culture that Fosters Student and Staff Success**

**Rebecca Daugherty**, Ben Davis University High School  
rebecca.daugherty@wayne.k12.in.us

As a principal, how do I communicate praise on the performance of my staff to contribute to a positive climate and long-term culture? In this session I will share my efforts in enhancing my communication skills to improve the job satisfaction and performance of both classified and certified staff in order to foster both student and staff success.

**∞Leading Your Tribe with Continuous Improvement**

**Ben Tonagel**, LaPorte High School  
btonagel@lpcsc.k12.in.us

You don't have to look any further than your backyard for resources to support continuous improvement. After reading the book *Tribes* by Seth Godin, I wanted to find ways to connect to my new staff and lead all staff towards continuous improvement. In my session, I will share how I am utilizing a few different in-house professional development options to support continuous improvement.

**Table 6****David Robertson, Facilitator****∞Can You Hear Me Now? Bringing Staff Together Through Communication!**

**Ben Anderson**, South Central Elementary School  
banderson@scentral.k12.in.us

What role does staff communication play in improving my leadership voice? My teachers and staff needed to be empowered to make informed decisions. No longer do they have to ask so many menial questions; instead, they're informed!

**∞You Cannot Pour from an Empty Cup**

**Candace Nortey**, The Early Learning Center @ Mary Castle  
candacenortey@msdlt.k12.in.us

In the midst of being a busy educator we sometimes forget to put ourselves first. Rest, self-care, and making the time to do the things we enjoy are important. When we take personal time to do things for ourselves, in a sense, we're "refilling the cup." We're energizing ourselves. We're "recharging our batteries." In this presentation, I will share the steps I took to keep my cup from becoming empty so I could better serve from the overflow.

**Table 7****Todd Slagle, Facilitator****∞My Work Life Balance**

**Stephanie Miller**, McCordsville Elementary  
stephanie.miller@mvcsc.k12.in.us

Balancing the many demands of an elementary principal, being a mother of two elementary-aged children, and managing a home and life in general can be a challenge. If you feel that your life is out of balance, you cannot do anything well. I have taken conscious steps to reprioritize my work and home life. In this session I will share what I have done to become more successful with my work life balance.

**∞Inside-Out: Finding My Place as an Introverted Leader in an Extroverted World**

**Jennifer Sprague**, Deer Ridge Elementary  
jsprague@sacs.k12.in.us

Balancing natural tendencies toward being introverted paired with strategies for performing tasks like an extrovert can be challenging. Come find out how I am learning to balance my introverted tendencies with my comfort level when sharing my knowledge and passion within my school district.

**Table 8****Heather Whitaker, Facilitator****∞Can Changing my Leadership Style Positively Affect Morale?**

**Robert Lugo**, Stonybrook Intermediate Academy  
rlugo@warren.k12.in.us

To gain insights into my wondering, I started reading books on inspiring teachers, languages of appreciation, etc.

Changes to my leadership included: Monthly Whine and Cheese meetings, irregular teacher appreciation gifts, changing my blog from just informational to celebrational, creating "did you knows" about staff, and mystery teacher thank you's. Utilizing the SIT observation as a base, I concluded the research with a questionnaire about teamwork and morale.

**∞Tipping Point**

**Jennifer Sheets**, Oaklandon Elementary  
Jennifersheets@msdlt.k12.in.us

Nothing prepares you for all the responsibilities and extra stuff that comes with being a principal. Have you ever got to the end of the day and wonder what you actually got accomplished? I was feeling that way every day and taking a lot home with me each evening. This made me feel like I was failing, not only as a principal but also as a wife and mother. In this presentation, I will share the steps I took to try to balance work and home and to improve my feelings of accomplishment.

**Table 9**

**Mike Sargent, Facilitator**

*∞Day-to-Day Organization*

**Shawn Longacre**, Westchester Intermediate School  
shawn.longacre@duneland.k12.in.us

I have created a chart to plan my day and remind me of daily tasks. Some of the daily tasks are clock in, building walk, 1 positive, and email clean up.

*∞The Balancing Act*

**Heather Noesges**, Fortville Elementary  
heather.noesges@mvcsc.k12.in.us

Have you ever had the feeling that you are being pulled in too many directions? Meetings, IEP conferences, parent complaints, discipline, phone calls, emails, evening events, kids and their events, are just the beginning. How can I balance it all? In this presentation I will share some helpful ideas and lessons learned to help organize and balance your professional and personal life.

**Table 10**

**Rex Ryker, Facilitator**

*∞Creating Conversation During Post-Observation Feedback*

**Kyle Carter**, Jefferson Elementary School  
kcarter@warsawschools.org

Post-observation feedback sessions can be very one-sided with teachers focusing on areas of improvement or observation ratings. In an attempt to generate more discussion, feedback focused specifically on areas of strength were added. Reflective, open-ended questions were asked to create dialogue focusing on how to grow these practices to help individual students, groups, or additional places in the lesson. These expanded conversations helped teachers to identify their own next steps.

*∞The 3-C's of Creating a Successful School Community: Climate, Collaboration, and Consistency*

**Julie Pearson**, Nathan Hale Elementary  
jpearson@ns.whiting.k12.in.us

As a staff, we took a hard look at our current instructional practices, our climate and culture, and our beliefs about teaching and learning. Over the course of several months, we assessed where we were as a staff and where we needed to go to create the best learning environment for our students. Research included self assessment surveys and collaboration notes through the process.



**Table 1****Heather Whitaker, Facilitator****∞All about Audrey**

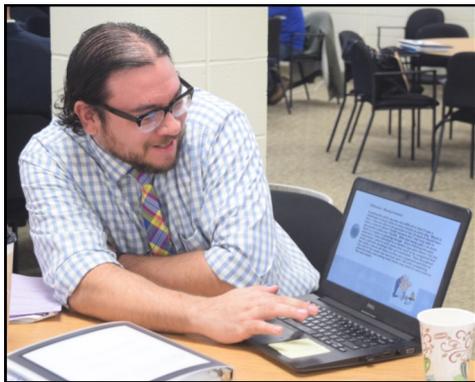
**Audrey Barnes**, Brook Park Elementary  
audreybarnes@msdl.org

In taking on a turnaround school, I knew that the task would be fast paced, require early mornings, many late nights, and several weekends. What I did not realize was while I was working on restructuring my school, I forgot to continue working on myself. I gained thirty pounds in one year. This inquiry research is about how I had to relearn to take care of me.

**∞Focus Hour**

**Lynlie Schoene**, Kitley Elementary  
lynlie.schoene@ftcsc.k12.in.us

How does the intentional management of outside distractors at the building/district level increase productivity and positivity for an optimal servant leadership?

**Table 2****Mike Sargent, Facilitator****∞Building Leadership Capacity to Move the School Focus Forward**

**Susan Mishler**, Wawasee Middle School  
smishler@wawasee.12.in.us

Having a clear focus is always the “make or break” of an effective school. When asked to reflect on what makes our school special, it was clear that our focus and direction has been unclear due to what we can't always control. It is time to refocus our purpose and who we are. You will hear of how our leadership team has discovered "who we want to be" and our journey to get there.

**∞Communication Through Technology: Be the Lead Learner**

**Rhoderick Poats**, Henry W. Eggers Middle School  
repoats@hammond.k12.in.us

Technology integration into instruction is invaluable to engaging today's students. How does the principal usage of technology impact technology usage by teachers?

**Table 3****Dave Maugel, Facilitator****∞How Do I Improve My Relationship With Our Online Students?**

**Derek Eaton**, Achieve Virtual Education Academy  
derek.eaton@wayne.k12.in.us

Knowing that relationship building between school staff, students, and parents is key to any successful school, how can I ensure getting to know my families in a virtual school setting? In this session, I will share the steps I took to increase my engagement with our virtual students and their families to increase student participation and parental involvement. The goal is to increase my visibility in a virtual setting and to help build successful student momentum for course completion.

**∞Why Schools Should be Against Zeros in the Grade Book**

**Kevin R. Yancey**, Madison Consolidated High School  
kyancey@madison.k12.in.us

What is the impact on my belief when I explore what the effect of teachers giving zeros is having on the student passing rates at Madison Consolidated High School? I have been collecting data from teacher grade books, score distribution chart, term grade distribution reports, and midterm grade reports. I have researched many different articles regarding grading scales and grading practices in the classroom.

**Table 4****Rex Ryker, Facilitator****∞Like This: How to Promote Through All School Communications**

**Joshua Pugh**, Knox Community Middle School  
jpugh@knox.k12.in.us

This project is designed to measure the impact of positive promotions in all school communications, in an effort to promote the image of the school. A weekly bulletin and a newly developed school Facebook page are utilized to promote the positive happenings of the building that are not typically in the public eye, with data collected to track the views and likes.

**∞Promotion of Positive Effects on School Climate: Launching Social Media**

**Chad Rodgers**, Mt. Vernon Jr. High  
rodgerscl@mvschool.org

One of our goals this year was the 3 P's—to Positively and Professionally Promote our school. This includes students, teachers and all things MVJHS. With this I initiated several small programs including Twitter, Instagram and written items. This forced me to use social media, which I never had used in a way to forge relationships and connect with students, parents and staff.

**Table 5**

**Rob Moorhead, Facilitator**

*∞Informal Walkthroughs*

**Melissa Pancake**, Benjamin Franklin Elementary  
pancakem@vcsc.k12.in.us

This action research project presentation will describe one way positive interactions between the principal, students, and teachers were developed. So many times, the teacher shows a look of dread when the principal enters the classroom, laptop in hand, to do an evaluation. An informal walkthrough process was implemented that allowed the administrator to interact in a non-evaluative manner.

*∞Growing Me: The Learnings of a Virtual Leader*

**Chandre Sanchez**, Indiana Connections Academy  
csanchezreyes@connectionseducation.com

I am responsible for the teaching and learning in my school. As such, my understanding of "what works" in virtual instruction is limited. I wish to gain deeper insights into not only what does work, at least in terms of teacher actions, but also how to best serve and grow my staff.

**Table 6**

**BeAnn Younker, Facilitator**

*∞The Impact of Personal Wellness*

**Claire Paul**, Bluffton-Harrison Middle School  
cpaul@bhmsd.org

You are told that you have to make time for and take care of yourself when you are a building leader. Who has time for that? This action research study explores whether or not personal wellness truly benefits a building leader or just adds another item to the already-lengthy checklist.

*∞Letting Go of Walkthroughs*

**Curtis Chase**, Southwestern (Shelby) Jr/Sr High School  
cchase@swshelby.k12.in.us

This project examines the impact of delegating the responsibility of walkthroughs to my Assistant Principal. I collected data and reflected on how utilizing my time management skills more efficiently at school allowed me to complete less work tasks in the evenings at home.

**Table 7**

**Angie Lewis-Hawkins, Facilitator**

*∞B.C.M.S.S.T. ...Y.Y! Principal Self Study to Positively Impact and Transform School Climate*

**Lisa Marie Hale**, Highland Elementary School  
lisa.hale@evsc.k12.in.us

School climate is a multifaceted component of all schools and as unique and varied as the individuality and fingerprints of the people working and interacting within the school community. A positive school climate is vital for a school to become effective. When school staff are dissatisfied and morale is low, teaching and learning are negatively impacted. This project details the personal daily actions a principal implemented to change or refine their own practice in order to facilitate positive transformation of a damaged school climate.

*∞How Relationships With Students and Staff Will Impact My Abilities to be a Leader*

**Chris Kuhn**, Southwood Elementary  
kuhnc@msdwc.k12.in.us

We have had many changes in our building, corporation, and state over the past two years, and this has impacted the climate in a negative way. Knowing that changes will continue to occur, I wanted to develop the tools to be a well-rounded leader. This included working on building relationships with staff and students with a focus on making positive connections with them on a daily basis. Data was collected through various ways to see if there was growth as a leader.

**Table 8**

**Rhonda Peterson, Facilitator**

*∞Attitude and Gratitude*

**Rae Ann Schuerman**, Vaile Elementary  
raeanrf@rcs.k12.in.us

This action research is focused on my attitude and gratitude during the daily grind. I want to know how strong of an impact my attitude during the day and my gratitude towards my staff has on shaping a positive culture.

*∞Where Did the Time Go?*

**Jennifer Fedele**, Lafayette Meadows Elementary School  
jfedele@sacs.k12.in.us

Are you pressured with time? Do you feel bombarded by the day to day tasks and the constant buzzing that you can't implement good solid ideas that would improve your school? In my presentation, I will share my journey on how focusing allowed me to implement ideas with depth and completion.

**Table 9****Todd Slagle, Facilitator**

∞*Using Cognitive Coaching for Effective Post-Observation Feedback to be a Stronger Instructional Leader*

**Brittany Greene**, Patricksburg Elementary School  
brgreene@socs.k12.in.us

One of the most influential aspects of the principalship is working with teachers and inspiring them to challenge themselves to investigate new and improved strategies for student achievement and growth. Teachers need to be self-directed and have the capacity for excellence both independently and as members of their professional community. Through Cognitive Coaching, the principal can help promote and produce those kinds of professional individuals in order to improve achievement.

∞*Does Being More Present in the Classroom Impact Student Discipline and The Staff's Perception of Supervision of Instruction?*

**Erica Tomano**, Judge Haynes Elementary  
etomano@jayschools.k12.in.us

As a principal, there are so many aspects of the day-to-day routines that consume us. Sometimes we are unable to dedicate time appropriately to one of our main functions, being an instructional leader. Through this action research project, I wanted to spend more time being in classrooms to determine its impact on the students and staff.

**Table 10****David Robertson, Facilitator**

∞*Using S'MORE to Enhance Communication*

**Katrina Overton**, Waterford Elementary School  
koverton@goshenschools.org

As a leader, I am technology challenged! With technology now at the forefront of education, as a 21st Century building leader and learner, how can I use technology to promote, support, and enhance communication with staff and parents? In this session, I will share how I used a web-based program called S'MORE to technologically advance myself as a building leader in order to strengthen communication with staff, parents, and the community

∞*Connecting the School Community to Create Positivity*

**Mark Wahl**, William Tell Elementary School  
mark.wahl@tellcity.k12.in.us

By using Twitter, Friday e-mails, newspaper articles, and Facebook posts, positive culture can be cultivated via openness. Teachers were surveyed and interviewed to rate positivity in our school and corporation. After months of using social media and traditional media, teachers are again surveyed to see if the interaction led to more trust and positivity in the school and corporation.



**Table 1**

**Rhonda Peterson, Facilitator**

*∞Isolation or Collaboration; Building Leadership Capacity*

**Jennifer Korfhage**, Thomas Jefferson Elementary  
 jkorfhage@gcs.k12.in.us

After years of decision making isolation, how can I increase my leadership capacity and staff buy-in by releasing responsibility of planning and facilitation of meetings to the building leadership team? I wanted to explore my role as decision maker and if changes would occur in our culture of professional development.

*∞Reigniting Teacher Leadership*

**Kevin Zeck**, Bailly Elementary School  
 kevin.zeck@duneland.k12.in.us

When constantly being asked to do more, teachers are beginning to walk away from leadership roles to focus on the classroom. What role can the principal play in reigniting and supporting teacher leadership to build a sustainable school culture? Review of text, videos, and culture surveys have revealed a new vision for leadership within in our school. I will share the impact that the project has had on me and the next steps our school is beginning to take.

**Table 2**

**Mike Krutz, Facilitator**

*∞Teaching is Tough: How Can I Show Staff I Appreciate Them?*

**Brian Disney**, Mooresville High School  
 brian.disney@mooresvilleschools.org

To become a more effective instructional leader, how can I show my appreciation for all staff members and their work? In this presentation, I will share what actions I took and how I collected data on staff appreciation. I will also share what I learned about myself, my leadership, and the staff.

*∞The Challenges of Social Media*

**Linda Marrs-Morford**, Indiana Principal Leadership Institute  
 linda.marrs-morford@indstate.edu

Social media is creating some unique challenges for school administrators, especially in the area of discipline. As a former school law professor, I was interested in finding out how schools are handling the unique discipline issues that are associated with some of the new social media apps. In addition to sharing some of the current legal issues related to social media and student discipline, this session will also provide examples of what administrators are doing to develop a positive social media culture in their schools.

**Table 3**

**Rex Ryker, Facilitator**

*∞STOP Micromanaging Everything: Developing Leaders Within My Staff*

**Ann-Marie Circle**, Delphi Community High and Middle School  
 circlea@delphi.k12.in.us

Principals wear many hats, and I have discovered that my hat collection has exploded. I have become a principal that micromanages all aspects of the building, and therefore, I am involved in everything and probably not doing any of them well. On my leadership capacity audit, my staff pinpointed that my area of weakness is developing leaders within the staff. This insight was telling. By controlling every aspect of the building, I am not developing my staff as leaders. This year, we were able to build professional development time into our schedule every Wednesday morning. The staff whole-heartedly fought for the Wednesday professional development time because they also see the importance of collaborating, continual learning, and developing best instructional practices. It is key that the Wednesday PD time is meaningful for the teachers so we can continue the momentum that has developed within the staff. Therefore, the professional development needs to be teacher driven--not principal driven. It is time for me to step down from "running the show" and instead, develop leaders that can also guide the "ship." Therefore, my self-reflection inquiry was: How can I limit my micromanagement of every aspect of of professional development by developing leaders within my buildings that will facilitate professional development, identify our professional development needs, and improve our instructional practices?

*∞Empowering Faculty to Change School Culture/Climate*

**Matt Sandefer**, North Knox Jr/Sr High School  
 msandefer@nknnox.k12.in.us

For my AR project, I focused on the following question: How did allowing teachers to have greater involvement and ownership in the policies and initiatives of a school improve the climate of the school?



**Table 4****Angie Lewis-Hawkins, Facilitator****∞Conscious Discipline: Improving Instructional Leadership and Student Self-Regulation**

**Tami McMahan**  
mcmahantami@gmail.com

What role does leadership play in establishing a safe and healthy school culture? In this presentation I will share how implementing Conscious Discipline principles into my daily leadership practices not only made a positive impact on my school culture but also promoted student self regulation.

**∞The Role of School Leadership in School Transformation**

**Lynne Peters**, Model Elementary School  
lpeters@goshenschools.org

Successful transformation of teaching and learning in a school depends upon the ability of the leader to focus on purpose and culture in order to build collective buy-in to change. This action research project focuses on the role of principal leadership as well as a very specific action plan in shifting the culture of the building.

**Table 5****Heather Whitaker, Facilitator****∞Time Management and Task Completion**

**Alicia J. Gatewood**, New Haven Intermediate School  
ajgatewood@eacs.k12.in.us

When we are more intentional with scheduling, we can increase our capability to be instructional leaders in our buildings. I created a simple plan sheet that is completed once a week but used daily to better organize myself. This sheet has helped me complete more tasks, get into classrooms more often, and allowed me to carry ideas from one meeting to another. It has become my lifeline!

**∞Not Just Winging It**

**Ernesto F. Martinez**, Discovery Charter School  
emartinez@aqs.org

In an effort to be a more effective school leader, my project focused on beginning each day with a plan. As any principal knows, each day can bring a plethora of unexpected events, so my project aimed to ensure that I was completing all necessary tasks each day in addition to the daily surprises.

**Table 6****BeAnn Younker, Facilitator****∞Seriously. Get to Know Me!**

**Dan Jack**, Greenfield Central Junior High School  
djack@gcsc.k12.in.us

I wanted to find out how I could improve working relationships with all of my teachers. Millennials make up 60% of our staff, and I needed to find a way to keep them from leaving for greener grass. It became my mission to have regular, intentional, and meaningful one-on-one conversations with my staff and ended up with interesting results!

**∞Switching Hammers to Sculpt Positive Student/Principal Relationships**

**Scott Miller**, North Putnam Middle School  
smiller@nputnam.k12.in.us

I made significant changes to the school management structure when I took over as principal of a turnaround school - leaving students (and some staff) with the impression that I was a "hammer." In this session, I will share what I did to build more positive relationships with my students.

**Table 7****Mike Sargent, Facilitator****∞How Can I Improve My Ability to Inspire Others to a Common Purpose?**

**John Ralston**, Perry Meridian Sixth Grade Academy  
jralston@perryschools.org

Through this inquiry project I hoped to develop multiple ways to share the great things happening at Perry Academy with my staff, students, parents, and community members. I wanted to improve my ability to inspire others by sharing our story (being the voice of Perry Academy) and creating an environment where others want to share their stories as well.

**∞Chop Down the Grapevine of Ineffective Organizational Communication**

**James Small**, Eastview Elementary School  
jamsmall@fayette.k12.in.us

Keeping everyone involved in the conversation, informed, and invested in the decision making process is not as easy as one might think. My school utilized a number of common sense techniques and technologies to improve the effectiveness of our communication.

**Table 8**

**Dave Maugel, Facilitator**

*∞Getting Through the Grind by Focusing on Success*

**Matt Clifford**, Greensburg Junior High School  
mclifford@greensburg.k12.in.us

A school's pursuit of continuous improvement can become a grind when jumping from one challenge to the next. This Action Research project explores the principal's efforts to put the challenges in proper perspective through reflection and celebration.

*∞Kind Notes*

**Ryan Clark**, Clark Middle School  
clarkr@vcsc.k12.in.us

Send kind notes to teachers and see if climate increase.



**Table 9**

**Todd Slagle, Facilitator**

*∞Changing School Culture...Myth or Reality?*

**Richelle Miller**, Aboite Elementary  
rjmiller@sacs.k12.in.us

Have you ever asked yourself what you could do to truly change your school culture? Hear how I was able to build stronger and more trusting relationships by creating more opportunities for us to interact and work together.

*∞The Effectiveness of Attendance Incentives*

**Kyle Stout**, Charles L. Smith Elementary School  
kyle.stout@msdmail.net

Smith Elementary recently merged with Central Elementary, which closed in May of 2015. In our district, Smith and Central have recorded lower attendance rates than other district schools. The researcher inquired if introducing monthly attendance incentives to all students would increase student attendance.

**Table 10**

**David Robertson, Facilitator**

*∞Creating Observation Time During Lunch*

**Melissa Morris**, Arlington Elementary  
Melissa.morris@ftcsc.k12.in.us

As we continue our journey and further define our PBIS program in our K-5 building, we continue to look at practices in the cafeteria. Lunch time is when students have more freedom, and there tends to be less structure resulting in more discipline referrals. The cafeteria also has various staff members overseeing students. The positions that oversee students during lunch also have high turnover. While we have procedures in place and in writing for arrival and dismissal, we do not have a common way to secure students attention or a procedure in place for when a student does not follow procedures. The question has been posed..."Would further defining common practices in the lunch room decrease the number of discipline referrals?"

*∞Living in The Spotlight*

**Charles Woods**, Brookview Elementary, MSD Warren Twp  
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When I chose to answer the calling of school administration, I was excited to widen my sphere of influence. Early in my administrative career, I attended conferences that would help me grow as a leader, learn new ideas, and understand the demands of my role. I soon realized that this could be an outlet for my desire to teach, share, and network. I began to submit proposals to present at conferences and to date have presented at four national conferences and am scheduled to present at two more in the upcoming months. Sharing my successes, my data, my philosophies, and my pitfalls serve to remind me why this is not a vacation but an avocation. Giving back to others helps to recharge my passion and better



<b>Anderson, Ben, S1,T6</b> .....4	<b>Peters, Lynne, S3,T4</b> ..... 10
<b>Barnes, Audrey, S2,T1</b> .....6	<b>Poats, Rhoderick, S2,T2</b> ..... 6
<b>Bush, Tara, S1,T4</b> .....3	<b>Pugh, Joshua, S2,T4</b> .....6
<b>Carter, Kyle, S1,T10</b> .....5	<b>Ralston, John, S3,T7</b> .....10
<b>Chase, Curtis, S2,T6</b> .....7	<b>Rodgers, Chad, S2,T4</b> .....6
<b>Circle, Ann-Marie, S3,T3</b> .....9	<b>Sanchez, Chandre, S2,T5</b> .....7
<b>Clark, Ryan, S3,T8</b> .....11	<b>Sandefer, Matt, S3,T3</b> .....9
<b>Clifford, Matt, S3,T8</b> .....11	<b>Schoene, Lynlie, S2,T1</b> .....6
<b>Daugherty, Rebecca, S1,T5</b> .....4	<b>Schuerman, RaeAnn, S2,T8</b> .....7
<b>Deming, Andrew, S1,T2</b> .....3	<b>Sheets, Jennifer, S1,T8</b> .....4
<b>Disney, Brian, S3,T2</b> .....9	<b>Shuman, Karen, S1,T3</b> .....3
<b>Draper, Leslie, S1,T4</b> .....3	<b>Small, James, S3,T7</b> .....10
<b>Eaton, Derek, S2,T3</b> .....6	<b>Sprague, Jennifer, S1,T7</b> .....4
<b>Fedele, Jennifer, S2,T8</b> .....7	<b>Stout, Kyle, S3,T9</b> .....11
<b>Gatewood, Alicia, S3,T5</b> .....10	<b>Tomano, Erica, S2,T9</b> ..... 8
<b>Greene, Brittany, S2,T9</b> .....8	<b>Tonagel, Ben, S1,T5</b> ..... 4
<b>Hale, Lisa, S2, T7</b> .....7	<b>Wahl, Mark, S2,T10</b> ..... 8
<b>Hubster, David, S1,T2</b> .....3	<b>Wesely, Karen, S1,T3</b> ..... 3
<b>Jack, Dan, S3,T6</b> .....10	<b>Woods, Charles, S3,T10</b> ..... 11
<b>Korfhage, Jennifer, S3,T1</b> .....9	<b>Yancey, Kevin, S2,T3</b> ..... 6
<b>Kuhn, Chris, S2,T7</b> .....7	<b>Zeck, Kevin, S3,T1</b> ..... 9
<b>Linkel, Amy, S1,T1</b> .....3	
<b>Longacre, Shawn, S1,T9</b> .....5	
<b>Lugo, Rob, S1,T8</b> .....4	
<b>Marrs-Morford, Linda, S3, T2</b> .....9	
<b>Martinez, Ernesto, S3,T5</b> .....10	
<b>McMahan, Tami, S3, T4</b> .....10	
<b>Merchant, Christina, S1,T1</b> .....3	
<b>Miller, Richelle, S3,T9</b> .....11	
<b>Miller, Scott, S3,T6</b> .....10	
<b>Miller, Stephanie, S1,T7</b> .....4	
<b>Mishler, Susan, S2,T2</b> .....6	
<b>Morris, Melissa, S3,T10</b> .....11	
<b>Noesges, Heather, S1,T9</b> .....5	
<b>Nortey, Candace, S1,T6</b> .....4	
<b>Overton, Katrina, S2,T10</b> .....8	
<b>Pancake, Melissa, S2,T5</b> .....7	
<b>Paul, Claire, S2,T6</b> .....7	
<b>Pearson, Julie, S1,T10</b> .....5	







*Sustaining the development of school leaders is crucial to the quality of life and to the best interests of all who inhabit the schoolhouse – and to their development as a community of learners. Principals, no less than teachers, need replenishment and invigoration and an expanded repertoire of ideas and practices with which to respond to staggering demands... The principal need no longer be the ‘headmaster’ or ‘instructional leader,’ pretending to know all. The more crucial role of the principal is as head learner, engaging in the most important enterprise of the schoolhouse – experiencing, displaying, modeling, and celebrating what it is hoped and expected that teachers and pupils will do.*

**Roland Barth**  
*(Improving Schools from Within, 1991, p. 46; 73)*

# Happy Inquiring!!

