

Case Studies

Conway Elementary School; Conway, SC

The Context

Conway Elementary School (CES) is located in the Horry County School District, South Carolina. The school is comprised of grades Pre K–grade 5 and has a student body of 700 and a staff of 100. The Conway Elementary community has used their School Voice survey and focus group results to plot a course of action that supports school and district goals. Based on the student survey and focus group results, the student team decided to target two actions.

Implementation

The first action was to create a bullying pledge that would promote the Conditions of Belonging and Heroes. The survey statements that support this action step are:

I think bullying is a problem at my school.

Students help each other at my school.

Students respect each other.

With the pledge in place, the student Q-team has been focusing on how to inform all peers about the pledge as well as work with adults to collect data regarding the status of bullying at CES. The second action step for the student Q-team was to increase their leadership skills and work with adults regarding how to involve them in decision-making processes. This action step targets survey statements for the Condition of Leadership and Responsibility such as

I see myself as a leader.

Other students listen to my ideas.

Teachers learn from students.



Student Q-team members are meeting twice a month and practicing leadership skills within this setting. Some future projects around this action step involve the student Q-team sharing their expertise with their peers, particularly with students in grades Pre K–grade 3. Another project this team is planning is to host a student summit and invite area elementary schools to share their expertise regarding student leadership and voice.

Next Steps

Based on teacher survey and focus group results, three areas of concern were raised by staff. They are: discipline, staff recognition, and communication. The adult Q-team and principal created action steps such as creating a discipline form and committee to reflect on discipline data and track interventions, ensure staff are recognized on a weekly basis through the staff newsletter and send weekly memos highlighting weekly events. The adult team continues to seek feedback from staff regarding these issues by using the Voice surveys and conduct focus groups to ensure CES is a culture where the Q-Framework and Student Voice are evident.