



Brainstorming Next Steps to Address Root Causes

Root Cause	Corresponding Evidence	Next Steps	Priority Indicators
Talent			
<p>Example:</p> <p>Due to a recent shift in administration or leadership, the instructional staff does not have a common vision of what effective instructional practice looks like.</p>	<p>Example:</p> <p>SBAC ELA SPI 38.6 iReady 24.6% of student achieving grade level goal</p>	<p>Example:</p> <p>The staff, with the guidance of leadership, will develop a vision of effective instruction and develop a "look fors" tool with observable instructional practices to be used for instructional rounds.</p>	<p>Example:</p> <p>Instructional Practice</p>



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Academics			
<p>Example:</p> <ul style="list-style-type: none"> Literacy program is not closely aligned to CCSS Teachers do not have targeted professional learning centered around new curriculum to unpack standards and assessments aligned to CCSS. 	<p>Example:</p> <ul style="list-style-type: none"> SBAC ELA SPI 38.6 iReady 24.6% of student achieving grade level goal 	<p>Example:</p> <p>Schedule weekly team time via grade level and vertical teaming with leadership support to engage staff in unpacking standards and developing instructional materials and assessments aligned to standards.</p>	<p>Example:</p> <p>Curriculum and instruction aligned to CCSS</p>



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Climate and Culture			
<p>Example:</p> <ul style="list-style-type: none"> Most opportunities for family engagement provide little opportunity for two-way communication or partnership from family and community stakeholders. 	<p>Example:</p> <ul style="list-style-type: none"> 54% of parents indicated there are few opportunities to engage with the school 28% of teacher agree or strongly agree that families are engaged in this school 28.6% of students were chronically absent in 2018-19 	<p>Example:</p> <p>Invite families to be partners in student learning and to the decision-making table. This can be done through participation on school-wide committees, making conversations two-way, connecting through Power-School or other social media platforms.</p>	<p>Example:</p> <p>Family and Community engagement</p>



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Operations			
<p>Example:</p> <ul style="list-style-type: none"> Teachers have little guidance and no professional learning on the use of class structure to support learning. Teachers do not have team time dedicated to collaborate and unpack grade-level standards 	<p>Example:</p> <ul style="list-style-type: none"> Instructional Rounds indicate the last 10 minutes of each period are not used for intentional instruction in 85% of classes observed Math SPI in 2018-19 was 32.7 	<p>Example:</p> <p>Provide professional learning and collaborative planning time focused on classroom structures, use of class time, and effective instructional tasks.</p>	<p>Example:</p> <p>Routines and Transitions</p>