**Role Play Roles – 9.15.16**

**Sample Elementary Principal (Howard)**

Principal Oechsner moved up from the Asst. Principal to the Principal position at Sample Elementary four years ago. He was Asst. Principal only one year before the Principal resigned and he took over. Since then, the school has seen a high turnover of teaching staff. Despite what he feels have been sincere efforts on his part to bring about instructional reform schoolwide, he has met with some resistance (mostly passive) from the staff. They seem to function in “silos” when it comes to curriculum, instruction and assessment, with each teacher “doing their own thing.”

**Associate Superintendent for Turnaround (Hannah)**

Asst. Superintendent Peria came to Model School District from another state where she completed a two year cohort of the University of Virginia School Turnaround Program. She came to Model midyear last year and spent the second half of the school year “feeling her way” around the inner workings of the district. She has some firmly held beliefs about school turnaround and instructional reform and is now ready to put her skills to work. She has begun conducting non-evaluatory classroom walkthroughs and providing feedback to teachers at Sample Elementary.

**Instructional Coach (Trish)**

Instructional Coach Hackney has been the reading coach at Sample Elementary since the position’s inception four years ago. She pretty much built the current system of RtI support at the school. She spends the majority of her day observing and coaching classroom teachers and facilitating PLCs and PD sessions. She also provides some Tier II reading intervention for those students who struggle the most. Prior to becoming the Instructional Coach, Ms. Hackney was a Special Education teacher and has been trained in Reading Recovery. She has over 20 years’ experience in education.

**Veteran Kindergarten Teacher (Severo)**

Mr. Martinez has been teaching Kindergarten at Sample Elementary for as long as anyone can remember, it seems. In reality this is his 29th year. He intends to retire next year but has not yet announced it. He is very traditional in his approach to early childhood education. He currently has students in his class who are the grandchildren of students he taught when he first came to the school. Mr. Martinez is well loved and respected in the community and is in “high demand” when it comes to parents requesting their children be placed in his class. He believes the “old school” approach to education isn’t broken, so why fix it? He believes Sample Elementary’s low proficiency scores on PARCC are just a reflection of the fact that it’s a bad test. Although he is usually a team player, he is reluctant to engage in instructional reform because he knows he’ll only be around for one more year.

**New-to-the-Profession 5th Grade Teacher (Meghan)**

Ms. Southworth is in her second year of teaching. She graduated from a prestigious Ivy League college known for its progressive teacher prep program. Single and without children, she devotes all of her time and energy to teaching. She has strong content and pedagogical knowledge in mathematics, having minored in math. She is a proponent of standards based instruction, collaborative learning groups and metacognitive reflection. Her students tend to be highly engaged and motivated. She is perceived as a leader by some of the younger staff at Sample, but more veteran staff (such as Mr. Martinez) tend to be suspicious and somewhat resentful of her enthusiasm and willingness to “dive right in” when it comes to instructional reform. She is a “newbie” teacher at the school, and knowing some of the staff is resentful toward her, she struggles to provide instructional leadership at the school without stepping on anyone’s toes.

**The Script – 9.15.16**

**Principal Oechsner** – *Thank you all for making the time to be here today as we continue this important work developing a 90-Day plan for our school. As we agreed at the end of our last meeting, our assigned roles for today’s meeting are as follows:*

*Facilitator, Hannah*

*Timer, Trish*

*Recorder, Meghan*

*Our objective for today is to conduct a Root Cause Analysis. Our goal is that by the end of today’s meeting we’ll have identified what we believe to be the underlying cause or causes for our students’ low proficiency rates in reading and mathematics. Once we have reached consensus on root cause or causes we’ll be ready to set Desired Outcomes for our 90-Day plan and start talking about critical actions.*

*Meghan has brought along a* ***Fishbone template*** *to use to record our work. Hannah, would you like to get us started?*

**Asst. Superintendent Peria –** *Sure. As you know, we’ve identified a goal based on our analysis of student data and written it to satisfy SMART criteria. I’ve brought it with me today on chart paper (points to the goal).*

*Our challenge for today is to dive deeper into the possible cause or causes underlying our students’ lack of proficiency in reading and math. We’ll begin by brainstorming. As ideas surface, we’ll practice the* ***“5 Whys”*** *strategy, drilling down deeper until we arrive at what we feel is the underlying root cause. Meghan will then write the root causes on post-it notes and begin to populate the fishbone. Once all underlying causes have surfaced, we will sort them into some larger categories and decide which we want to focus on first.* *Who would like to get us started?*

**Mr. Martinez** – *I still believe that our students are doing as well as can be expected. Our community and families are poor. Students can’t learn when they don’t have enough to eat at home or a safe place to live.*

**Asst. Superintendent Peria** *– Would that be a root cause or a condition? Do we have control over it? Is it something we can address in this plan and ultimately effect a change for our students?*

**Instructional Coach Hackney** – *I think that sounds like a condition, not a cause. Our students come to us from the communities where they live and it’s our responsibility to make sure they all are given the opportunity to learn and succeed.*

**Mr. Martinez –** *It’s true we may not have control over the socio-economic background of our kiddos Trish, but I believe we need to address the whole child. Especially considering the homes some of them come from. A child who feels connected to school is more likely to stay in school. Measuring academic achievement is important and necessary; no one is arguing that. But if we fail to move beyond a narrow curriculum and accountability system, we will have failed to adequately prepare these children for their futures.*

*I think one possible cause of our students low academic achievement is that our teachers aren’t all committed to making sure our students enter the building each day feeling safe, engaged, and connected. I mean some teachers are, of course, but I believe there are others that are feeling overwhelmed at this point and don’t know what to do. They need guidance in creating a nurturing and supportive classroom climate that teaches children values and character development. I’d like to put a lack of school wide commitment to educating the Whole Child on our fishbone as a possible root cause.*

**Asst. Superintendent Peria** *– You’ve convinced me, Severo, that embracing the practice of Whole Child Education is something we do have control over. At least we can address it through Professional Development for the entire staff and look at the effectiveness of support systems already in place at the school to determine if they are meeting the needs of students. Digging any deeper is probably going to take us to conditions such as poverty and parents’ level of education which we don’t have control over. Is everyone okay with adding Severo’s idea to the fishbone, as part of our brainstorm?*

*All –* nod yes*.*

**Ms. Southworth** – adds a post-it note to the fishbone (#1 No school wide commitment to Whole Child Education)

**FREEZE FRAME** – What might be some of the pros and cons of including resisters or naysayers on the core team? What initially seemed to be a condition became an apparent root cause. What is your reaction to this?

**Principal Oechsner** – *This idea of some students being disconnected from school has me thinking about our subgroup data, Severo. When I looked closely at our school’s report card this year I was surprised to see the proficiency rates of our English Learner students. With the exception of one anomaly at 3rd grade in math, the proficiency rates for this subgroup are consistently around 2% or below for both ELA and math at all three grades. Based on trends in our interim assessment data, I guess I anticipated their proficiency rates to be lower than the proficiency rates for all students, but I didn’t think they would be this low.*

*Here at Sample Elementary, 73% of our students are identified as ELs. That is the majority of our students. They seem to be pretty evenly distributed with an average of 55 at each grade. Less than 2% proficient translates to one or fewer EL students in each grade able to read, write or perform mathematics at grade level. This just seems unacceptable to me! How can we better serve these students?*

**Instructional Coach Hackney** – *I’m sure our EL teachers could tell us exactly who these students are. I know many of the rest because I provide Tier II interventions for them in reading. But is that our purpose today, to develop a plan for meeting the needs of individual students?*

**Principal Oechsner** – *No. As Hannah said at the beginning of this meeting, our purpose is to dive deeper into the possible cause or causes underlying the lack of proficiency in reading and math for ALL our students. I just wanted to draw our attention to this subgroup data. Could there be one or more underlying root causes that might explain such low proficiency rates for these students in particular?*

**Ms. Southworth** – *I also took a look at our subgroup data in preparation for this meeting, Principal Oechsner, and I was struck by a trend I saw in proficiency rates for males and females. In 3rd grade only about one third as many girls as boys are proficient. Then the proficiency rates for girls begin to outpace proficiency rates for boys. By 5th grade, two and a half times more girls are proficient than boys. Don’t get me wrong, I’m glad to see girls demonstrating this kind of growth, but isn’t it strange? What do you think might be going on in grades 4 & 5 that cause the boys to fall behind this way? Or for girls to accelerate their growth?*

**Instructional Coach Hackney** *– You know, we could really get deep into the weeds with this, but I’m thinking we’re just seeing symptoms of a larger issue. Severo pointed out the inconsistencies from classroom to classroom in terms of teachers’ commitment to a positive climate. I think it goes beyond classroom climate and extends to instruction as well.*

*I would propose that one possible cause of ALL our students’ low proficiency rates is the way teachers at our school function in “silos” when it comes to curriculum, instruction and assessment. There is little collaboration amongst teachers around instruction and assessment. Many of them seem to prefer to close the doors to their classrooms and “do their own thing.” We also don’t have an articulated curriculum or scope and sequence for either ELA or math that’s aligned to the Common Core State Standards.*

**Ms. Southworth** – *I tend to agree with you, Trish*. *Curriculum, instruction and assessment at this school do feel pretty “broken” to me and it’s certainly something we do have control over. But let’s think a little deeper. Why (1) do you think teachers at this school function in “silos”? What might be the reasons behind that?*

**Mr. Martinez** *– Well, if we have students entering our building each day not feeling safe, engaged or connected we probably have some teachers who feel that way too! If it doesn’t feel safe for teachers at our school to share their practice with each other for fear of being reprimanded, or even worse “written up”, it’s no wonder they want to close the doors to their classrooms and “do their own thing.”*

**Asst. Superintendent Peria** *– I have to say that as I’ve been conducting classroom walk throughs this fall I have sensed a hesitation on the part of some of the teachers when it comes to accepting my feedback and discussing lesson plans and instructional best practices. What might cause teachers to feel that way? Why (2) would they not feel safe sharing their instructional practices with each other?*

**Principal Oechsner** – *Could it be a lack of common expectations, or perhaps a lack of common preparation? We have such a diversity of backgrounds in our teaching staff. We have new teachers, like you Meghan, who are recent graduates from teachers’ colleges. Then we have veteran teachers, like you Severo, who have years of practical experience to draw from. We even have several teachers on staff that came to the profession as a second or third career and have had very little “formal” training beyond the required coursework for licensure.*

*I know that each and every one of our teachers wants to do what’s right for kids. They wouldn’t have chosen to be teachers otherwise. But maybe our teachers as a whole aren’t clear on what is expected of them or what constitutes best practice and that’s why they’re reluctant to share with each other or welcome others in to their classrooms while teaching.*

**Instructional Coach Hackney** *– Other than the inconsistencies in teachers’ training and backgrounds (which we don’t have control over), could there be another reason? Why (3) do you think our teachers don’t all have a common understanding of what’s expected of them? Or a clear understanding of what best instructional practice is?*

**Ms. Southworth** *– Well, I know that since I came to Sample Elementary this notion of what constitutes research based best practice in core instruction has never been addressed in any of our professional development days. I’ve tried bringing it up in PLCs but without the message coming from an instructional leader, I’m afraid they view me as just a big “know-it-all.” I’m sure this concern comes up in your observations and feedback with teachers, Hannah, but do you think that’s enough of a message and expectation to effect the kind of school-wide change we’re talking about?*

**Asst. Superintendent Peria** *– Probably not; I mean, I feel confident I can influence changes in teachers’ practice over time by working with them one-on-one and providing targeted feedback, but that may not create the kind of urgency we need now.*

**Principal Oechsner** *– So what I’m hearing is that the deeper underlying cause of teachers functioning in “silos” when it comes to curriculum, instruction and assessment is a lack of common understanding of what research based best practice is and what is expected in terms of the quality of teachers’ instruction here at Sample Elementary?*

**All** *–* Look to each other and nod.

**Ms. Southworth** *- Shall I add it to the fishbone as a possible root cause?*

**All** *-* nod and/or say *‘yes’*

**Ms. Southworth** – adds a post-it note to the fishbone (#2 No culture of collaboration or common expectation for the quality of teachers’ instruction)

**FREEZE FRAME** – This last exchange was our attempt at modeling for you the “5 Whys” strategy. In this case, the question “why?” was asked only three times. The note at the bottom of your 5 Whys template handout says, “Caution: If your last answer is something you cannot control, go back up to the previous answer”. Do you think we have exhausted all of the whys here? If we asked “why?” again, would we arrive at something we don’t have control over?

**Ms. Southworth** *– Trish, your earlier comment about not having an articulated curriculum for either ELA or math aligned to the Common Core State Standards causes me to wonder how many of our teachers are aware of the shifts in the Standards emphasizing close reading, technical reading & writing and the mathematical practices. These new standards demand a paradigm shift in how we teach kids to read, write and use mathematics in the 21st Century. ALL teachers at our school should be well versed in them. Why (1) do you think our school hasn’t done the work to align curriculum, instruction and assessment to the Common Core yet; or to ensure that all teachers understand the Standards?*

**Instructional Coach Hackney** *– Some of you may remember, after the roll out of* No Child Left Behind *and our state’s adoption of standards as mandated by that legislation, we saw revisions or changes to those standards every five years or so. Possibly some teachers may have chosen not to pay attention to the Common Core because they thought it would also change, or even “go away”, in another five years.*

**Principal Oechsner** *– With all the media coverage of the Common Core and the highly charged political debate around them, I would have thought all educators would want to know more about them? Why (2) do you think some teachers continue to ignore them?*

**Asst. Superintendent Peria** *– Perhaps it isn’t that teachers are “ignoring” them, but that they didn’t get the message loud and clear from district leadership regarding alignment of curriculum, instruction and assessment to the Common Core as an expectation; mandated even. You’ll hear people say that ‘what gets monitored and measured is what gets done.’ The State has been measuring our students’ proficiency in reading, writing and mathematics against the Common Core State Standards with the PARCC Assessment for two years now, but has our district shown due diligence monitoring the work of alignment to these Standards? I guess I’m asking, why (3) hasn’t this been followed up at the district level?*

**Ms. Southworth** *– I don’t know if this team has the answer to that ‘why’ but now that you’ve joined the district leadership team as Associate Superintendent for Turnaround, Ms. Peria, I’m thinking it might be something this team may have some influence over. I’d like to add to our fishbone as a possible root cause that schools in this district have not been held accountable for aligning curriculum, instruction and assessment to the Common Core State Standards and for ensuring all teachers are aware of the instructional shifts in the Standards. Is that okay with everyone?*

**All but Mr. Martinez** *-* nod and/or say *‘yes’.*

**Ms. Southworth** – adds a post-it note to the fishbone (#3 No articulated curriculum for either ELA or math aligned to CCSS)

**Mr. Martinez** – *You know, I’ve been at this for almost 30 years now. My students all learned to read and do math, eventually, and they are now happy and productive members of our community. I mean, I’m getting their children in my classes now. Personally, I think these new standards and high stakes tests are all just a bunch of baloney.*

**Asst. Superintendent Peria** – *The Common Core State Standards were well vetted during the writing and public comment phases and our state voted to adopt them, Severo. Remember our task here is to identify root causes over which we have some control, and not conditional causes over which we don’t.*

**Mr. Martinez** (getting a little upset) *– Wait a minute, don’t I have some degree of autonomy in making instructional decisions based on the needs of my kiddos?! Isn’t that something I get to control? Aren’t my 30 years of teaching experience worth something? I believe I’ve developed a certain degree of expertise and I think the fact that families continue to request their children be placed in my class demonstrates that!*

**Principal Oechnser** *– Of course your 30 years of experience are worth something, Severo. This school and the community it serves are lucky to have benefited from your tireless service for so many years. Families validate this each time they request you as their child’s Kindergarten teacher.*

*In this instance we’re talking about ‘what’ we’re required to teach our students, not ‘how’ we must teach them. The State has adopted the Common Core State Standards which define for us what our students should know and be able to do at each grade level. It’s up to us as professionals to determine the best ways to teach those skills and concepts to our students based on their individual needs. It speaks to our previous root cause when we identified a lack of common understanding of best instructional practice and a culture of isolation at the school.*

*If our students are going to be assessed against these Standards, and so much rides on how they perform, we owe it to them to prepare them as best we can, whether or not we agree with the Standards or like the assessment.*

**Mr. Martinez** (calmer now) *– I do agree with you, Howard. It is our job to prepare our students for success – and I guess that includes being proficient in reading, writing and mathematics as measured by PARCC. I apologize for my outburst.*

**Principal Oechnser** *– No need to apologize, Severo. All of us here know how devoted you are to your students and how passionate you are about teaching.*

**All** – nod in agreement. A moment goes by as the tension diffuses.

**FREEZE FRAME** – What is your reaction to this exchange? Have you experienced similar dissonance in your own teams? How is it typically handled? Should this exchange have been handled differently?

If so, how?

**Instructional Coach Hackney** – *When I’m in classrooms observing teachers and students engage in the writing process I see that teachers are “all over the place” here too. There isn’t any consistent or aligned writing process taught across all grade levels in our school. This could be one reason why our students do so poorly when assessed on their writing ability. I’d like to add that to our fishbone as root cause.*

**Ms. Southworth** *– Okay, but before we put it up there let’s dive a little deeper. Why (1) do you think teachers at our school don’t teach students the same writing process across all grade levels and content areas?*

**Asst. Superintendent Peria** *– Have they themselves ever been taught a consistent writing process? As we all know, teachers often fall back on teaching their students the same methods and strategies they themselves learned in school. It’s about doing what’s most familiar.*

**Mr. Martinez** *– Well back in the day, Sample Elementary embraced the Whole Language approach and we were all trained in that, including the idea that children learn to read by writing and vice versa. Since then though, there’s been no professional development offered to teachers at our school on how to teach the writing process to students. Why (2) is that? We’ve been encouraged, directed even, to teach “writing across the curriculum” but we haven’t been provided any guidance or direction on how to do that.*

**Principal Oechsner** *– In the five years that I’ve been here, the focus for the majority of our staff in-service days has been dictated by the district. Professional development has been about things like the new teacher evaluation system, our online interim assessments, the upgrade to our grade reporting software, understanding our State Report Cards and other technical or “nuts and bolts” type stuff. I don’t believe there’s been much emphasis placed on the “art of teaching”. By that I mean, there hasn’t been much school or district wide professional development for teachers intended to improve their instructional practice.*

**Instructional Coach Hackney** *– Is that something this team has any control over? What do you think Hannah? Do you think the District Leadership Team would be willing to give us some flexibility in scheduling professional development for teachers intended to improve instructional practice here at Sample Elementary rather than always expecting us to participate in what the district decides the focus should be?*

**Asst. Superintendent Peria** *– Absolutely. My job as Associate Superintendent for Turnaround is to provide support to schools in the district as they create and implement their 90-day plans. It’s an explicit expectation at the State level that districts be involved in the offline planning process, provide supports to schools where needed as they implement their plans, and monitor that implementation. It’s what I was hired to do. If this team decides it should be part of the 90-Day plan then I will make it happen!*

**Ms. Southworth** *– Thank you, Ms. Peria! So are we agreed that the lack of focus on the quality of student writing district-wide coupled with the lack of professional development for teachers on how to teach the writing process are underlying causes for the fact that we don’t have a consistent approach to teaching writing across all grade levels here at Sample Elementary?*

**All** *– Sure.* Meghan adds it to the fishbone (#4 No consistent approach to teaching writing across all grade levels and content areas)

**FREEZE FRAME** – The Associate Superintendent for Turnaround has made a pretty bold and sweeping statement here. What is your reaction to her assurance that whatever the team decides is needed as part of the 90-Day plan, she’ll make sure the district supports it?

**Principal Oechsner** – *There has been a lot of talk at District Leadership Team meetings lately about the fact that the elementary schools in our district don’t have an adopted ELA core instruction program. Teachers at every grade create their own materials and choose their own books for students to read.* *Many of them have “pet” thematic units of study that they’ve been teaching for years but that don’t align to standards or align vertically with what’s being taught at other grade levels.* *I think this lack of a consistent program or set of instructional materials in ELA could be one cause for why so many of our students struggle with reading and writing.*

**Instructional Coach Hackney** *– As the time keeper for this meeting; I just want to remind everyone that we have about 15 minutes left.*

**Asst. Superintendent Peria** *– Thanks, Trish. Is this cause worth taking the time to dive down into by asking multiple Whys at this point, or is it enough for now to acknowledge that it might be an underlying cause? We can always revisit it again later once we start thinking about implementation targets and critical actions.*

**All** *–* vigorous nods and *‘definitely!’*

**Ms. Southworth** *– I was really surprised to see how outdated the math program was when I first came to* Sample Elementary. I mean, it’s over 10 years old! These materials weren’t well aligned to the NCTM *standards back when the school adopted them and they’re definitely not aligned to the Common Core State Standards now.*

*I’ve heard other teachers say they don’t even have enough math textbooks so each student has one of their own to use. The consumables that went along with the textbooks were used up long ago and never replenished. Many teachers seem to feel the need to supplement this program in order to cover the Standards. But with such a wide variety of materials being used to do so; ranging from teacher made worksheets to online drill-and-skill programs to games and “mad minutes”. We really need to look at adopting a new math program or textbook series.*

**Principal Oechsner** – *This has come up at District Leadership Team meetings as well and it’s generally agreed we are long overdue for adoption of a new math program. It isn’t likely to happen this year, with budgets looking the way they do, but let’s add it to our fishbone as a possible cause. It’s definitely something within our control and worth revisiting – along with the possible adoption of an ELA program.*

*Of course, an adopted program or textbook series is not the curriculum but rather it’s a tool to help teachers teach the curriculum. We’ve already identified the lack of an articulated curriculum for both math and ELA as a root cause and it’s included on our Fishbone.*

**Ms. Southworth** *–* Adds two more post-it notes to the Fishbone (#5 No adopted ELA core instructional program) and (#6 math textbooks over 10 years old and not aligned with CCSS)

**Asst. Superintendent Peria** – *You know, something that was stressed a lot in my teacher preparation program, and I try to stress with teachers when I provide feedback following an observation or walk through, is this idea of rigor.* *The level of rigor in lesson plans seems to vary widely from grade to grade and teacher to teacher at this school. I know we’re almost out of time, but I think this goes back to the idea that teacher’s don’t understanding the Common Core State Standards and the rigor they call for.*

*Also, I see the use of other best practices such as collaborative grouping and problem solving in the classroom varying widely from teacher to teacher. Some staff understand the value of quality questioning, the use of learning targets and increased student engagement. Others, though, still use some pretty “antiquated” instructional practices shown by research to be ineffective. No offense to anyone here, of course!*

*I believe it’s a symptom of the first two root causes we uncovered earlier. There isn’t a consistent expectation at Sample Elementary of the quality of teacher’s core instruction and many of the teachers are not well versed in the instructional shifts called for in the Common Core State Standards.*

**Ms. Southworth** – Takes notes on post-it notes.

**Mr. Martinez** *–* (mumbles) *Well if it ain’t broke why fix it?* Then looks away as if to remove himself from the process.

**Principal Oechsner** – *You know, Severo, you say “if it ain’t broke why fix it?” but the reality is that more than 90% of our students aren’t prepared to move on to the next grade level.* *We have identified the lack of a common understanding at our school of what “quality instruction” looks like. I think that’s huge and belongs on our fishbone.*

**Ms. Southworth** – Hastily adds two more post-it notes to the Fishbone (#7 Level of rigor in lesson plans varies widely from grade to grade and teacher to teacher) and (#8 No common understanding of what “quality instruction” looks like). The rest of the team all look at the fishbone now.

**Asst. Superintendent Peria** – *Do we see any commonalities amongst these root causes?*

**Instructional Coach Hackney** – *Two of them seem to have more to do with “Instructional Materials”, like choosing a new program for ELA or math. Those should probably go together on one rib of the fishbone under that heading.*

**Ms. Southworth** – Moves post-it notes #5 and #6 to a new rib and labels it *Instructional Materials*.

**Ms. Southworth** *–* Groups the rest of the post-its (except #1) along a rib and labels it *Core Instruction*.

**Mr. Martinez** *– The lack of a school wide commitment to Whole child Education is about “School Culture”. Can we put that post-it on a rib with that label? Personally, I think there is a lot more to say about the culture at Sample Elementary, but it can wait until another time.*

**Ms. Southworth** *–* Labels one of the ribs *School Culture* and moves post-it note #1 to it.

**Principal Oechsner** – *I would like to suggest that the root cause we need to address in this year’s plan is the lack of a common understanding of quality core instruction and Standards-aligned rigor across all grades and classrooms.*

**Asst. Superintendent Peria** *– Okay, let’s see if we can come to consensus. Can I have a fist-to-five vote? Can you accept the fishbone and the root causes it contains as it is represented at this point? Keep in mind that this offline planning process is fluid and we might need to return to Root Cause Analysis again later.*

**Principal Oechsner** – Four fingers

**Asst. Superintendent Peria** – Five fingers

**Instructional Coach Hackney** – Four fingers

**Ms. Southworth** – Five fingers

**Mr. Martinez** – Three fingers (but he’s the last to raise his hand and ‘vote’)

**Asst. Superintendent Peria** – *Then it looks like we’ve accomplished our objective for this meeting. Good work, team!*

**Instructional Coach Hackney** – *I think what we have here sets us up for some “quick wins” too. Some of the things we identified, like choosing new Math and ELA programs, will take time and additional resources from the district. But we should be able to begin addressing core instruction this year by implementing targeted job-embedded professional development around teaching to the Standards and instructional best practices, teacher collaborative lesson planning in PLCs, and observation and feedback around best practices.*

**Principal Oechsner** – *Excellent! Then at our meeting next week our objective will be to identify Desired Outcomes for the 90-Day plan and begin thinking about critical actions. Trish, will you please serve as the facilitator, Hannah the recorder and Severo the timekeeper for that meeting?*

These three nod in agreement.

**Principal Oechsner** – Good. See you all then.

**REFLECTION** – Do you think this team is done with their root cause analysis for the year? If not, where do you predict they will need to come back and take a deeper dive?