

**Root Causes – What is the discrepancy between what we are currently doing and what our desired state? This is where you determine the critical cause/effect relationship from your prioritized area.**

**Identify possible solutions correlated to the root causes:** What would make the greatest impact on the prioritized area? (For example, the biggest impact on student achievement, response to an intervention, student or teacher behaviors/attitudes) The solution should be based on prior success or research-based strategies.

**Theory of Change      If.... Then Statements:** These statements are tied to your solutions.  
If we..... Then.....

1. Identify the area of prioritized need you wish to discuss. Then:
  - a. Identify the current reality for that area
    - i. Discuss the reasoning behind your identification
  - b. Discuss the desired state – what can you agree philosophically or pedagogically on as a course for future decisions to be based on?
2. Identify deficits or the gaps between desired state and current reality.
  - a. Identify themes and patterns across deficit areas/gaps using the reflective questions.

### Desired State

- All teachers report out the 1-4 code for GLB's consistently with the use of a rubric
- All teachers report out the 1-4 code for Work Habits consistently with the use of a rubric
- No extra credit
- Practice work no more than 25% of grade
- Common assessments are used in each classroom
- Formative assessment used frequently
- Learning Targets aligned with GLB's
- Help parents and students see the connection between GLB/ Learning Targets and 1-4 coding on report card
- Assist parents with the shift from letter grades to 1-4 coding system
- Shift thinking from letter grade and percentage to the 1-4 extended meaning code
- Use frequent and specific feedback to improve learning
- Allow students to reassess to improve learning
- All teachers in a grade/course have common grading practices

### Current Reality

- Inconsistent application of the 1-4 coding for GLB and for Work Habits
- Still see the 1-4 as a percentage rather than a combination of understanding and amount of support required on each GLB
- Parents do not fully understand the meaning behind the 1-4 coding system
- Not all grade levels have rubrics for each GLB to determine 1-4 grade code
- Still have inconsistent grading practices between classrooms/grades
- Some classrooms have reassessment process, others do not

**Place the Action Plan ideas on the lines between the Current Reality and the Desired State. *What are the resources or decisions that NEED to happen to achieve our Desired State?***