

# DODGE CITY MIDDLE SCHOOL

## Root Cause Priorities

**Priority One:** To inform **PARENTS** of what students are expected to know, do & demonstrate?

(1) To what extent are resources/tools provided to inform <b>PARENTS</b> of what students are expected to know, do & demonstrate?	
(2) <b>PARENT/Teacher Communication</b>	
(3) Lack of <b>PARENT Support &amp; Resources (75 votes)</b>	
IN OUR CONTROL	OUT OF OUR CONTROL
Quality of parent nights I-A	<del>Parent involvement in their student's education O-A</del>
Amount of information I-A	<del>Quality time to plan collaboratively O-A</del>
<i>Student involvement &amp; buy-in *Both I-O A-S</i>	
Number of parent nights I-A	<del>Language barrier/differences O-A (listed 3x)</del>
Quality information I-A	
<i>Knowledge of resources available (community) *I or O?-A</i>	
Helping parents understand academics I-A	<del>Parent apathy O-A</del>
Better teacher communication I-A (listed 2x)	<del>Getting parents here O-A</del>
Time constraints I-A	<del>Parent perception of their role O-A</del>
Parent education (i.e. being a better parent & helping your child) I-A	<del>Parents' work schedule O-A</del>
	<del>Parents' level of education O-A</del>
<i>Under attended parent night *I-O? A-S</i>	
Not using our parent time wisely I-A	

**Priority Two: PARAPROFESSIONAL Development Opportunities**

<b>PARAPROFESSIONAL Development Opportunities (64 votes)</b>	
IN OUR CONTROL	OUT OF OUR CONTROL
Developing ownership between teacher/paraprofessional I-A	<del>Middle level training O-A (Mr. K &amp; Dr F)</del>
	<del>Paraprofessional training in content areas O-A (Mr. K &amp; Dr F)</del>
<i>Capacity training to find our strengths (core teachers) *I or O?-A</i>	
Develop positive collaboration between paras/teachers I-A	<del>Teacher training for working with paras O-A (Mr. K &amp; Dr F)</del>
	<del>Combining 613 &amp; 443 paras O-A (443/613)</del>
	<del>Stop stealing 613 paras because of money O-A (443/613)</del>

**Priority Three: READING COMPREHENSION**

<b>READING COMPREHENSION (35 votes)</b>	
IN OUR CONTROL	OUT OF OUR CONTROL
Grammar I-A	<del>Student accountability O-S/A</del>
Vocabulary I-A	
<del>Communication O-A</del>	
<i>Perseverance *I or O?-S/A</i>	
Critical thinking I-S/A	
Real World application I-A/S	
<i>Motivation *I or O?-S/A</i>	

**Priority Four:** To what extent are teachers provided the opportunity to plan/work/collaborate?

(1) To what extent are teachers provided the <b>opportunity to plan/work/collaborate?</b>	
(2) To what extent is <b>collaboration &amp; effective practice occurring?</b> (32 votes)	
IN OUR CONTROL	OUT OF OUR CONTROL
<i>Para knowledge *I or O?-A</i>	
<i>Team pre-scheduled agenda *I or O?-A</i>	
<i>Time to plan &amp; collaborate *I or O?-A</i>	
Teacher willingness to collaborate I-A	<del>Non-matching schedule for co-teachers O-A</del>
Confidence in content knowledge (teacher/para/co-teacher) I-A	<del>No collaboration time with paras, SpEd &amp; Classroom teachers O-A</del>
	<del>Split ELA/Math a hindrance O-A</del>
	<del>Opposite plan times O-A</del>
	<del>Limited coaching availability O-A (Dr F)</del>
PLCs not grouped correctly I-A	<del>Prof Dev/Tech days — wkly schedule O-A</del>
	<del>Cross grade level collaboration O-A</del>

**Priority Five: Students take ownership of learning**

<b>Students take ownership of learning (30 votes)</b>	
IN OUR CONTROL	OUT OF OUR CONTROL
Students can NOT problem solve I-A	<del>Students do NOT understand performance standards O-S</del>
Teachers need to communicate more effectively I-A	<del>Some families to not value education O-A</del>
Present material in multiple ways to meet individual learning styles I-A	
Some students are not independent learners I-A	<del>Some parents care but can't help their students O-A</del>
Students needs to “buy in” to class work I-A	
Align summer school curriculum w/school curriculum I-A	<del>Students (some) do not do homework O-S</del>
Not enough time to implement new strategies I-A	

**Priority Six:** Plan & discuss **STUDENT DATA** regularly, strengths & weaknesses

Plan & discuss <b>STUDENT DATA</b> regularly, strengths & weaknesses <b>(18 votes)</b>	
IN OUR CONTROL	OUT OF OUR CONTROL
Mastery checks? I-A	<del>Teacher friendly graphs O-A</del>
	<del>Grade level groups O-A</del>
Grade level progressive expectations I-A	<del>Administration support O-A</del>
	<del>Teacher Buy In O-A</del>
Create student goals I-S	<del>Consistency in curriculum O-A</del>
	<del>Add creation of checks during regular monthly team schedule O-A</del>
<i>Lack of motivation – Tchrs &amp; students *I or O (both) A/S</i>	

**Priority Seven:** Lack of **individualized professional development**

Lack of <b>individualized professional development</b> <b>(11 votes)</b>	
IN OUR CONTROL	OUT OF OUR CONTROL
Not identifying individual teacher needs I-A	<del>One size fits all Prof Development O-A</del>
Lack of awareness of available, specific professional development I-A	
Unfavorable attitudes towards professional development I-A	
Communication post on prof dev opportunities I-A	<del>Financial support of professional development O-A</del>
Lack of input from teachers on prof dev I-A	
Identifying different student needs in different teachers' classes I-A	