**Morningside Community School**

**Video Facilitation Guide**

***Guiding Question:*** *What can we learn from Morningside Community School about carefully assessing a school’s assets and challenges and engaging in a root cause analysis, in order to develop and monitor improvement efforts aligned to the school’s needs?*

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This video shows how educators at Morningside Community School first engaged in a process of analyzing multiple data sources, reflecting on their school’s assets and challenges, and coming to a common understanding of the root causes impeding improvement. As you watch the video, identify how educators engaged in this analysis process, identified evidence-based strategies aligned to their needs and, and monitored the implementation of those strategies.

**Looking at multiple forms of data, and acknowledging strengths**

“Our turnaround site visit was really impactful because it involved teacher focus groups, it involved observations of classrooms. So it felt like somebody came in and really heard us, watched us, and said here's what's great and here's what can improve.” – *Jennifer, 1:03*

**Probing for root cause by asking thoughtful questions**

“We got to that root cause really by objectively looking at the data, not taking anything personal, and then asking some hard questions, what’s going on in the classrooms? Do teachers have the resources that they need, to meet the needs of the students? What can we do to support student learning, student growth, and teacher learning and teacher growth?” – *Amanda, 1:59*

**Identifying improvement strategies aligned to teachers’ and students’ areas of need**

“So in order to address the lower expectations [of teachers] and the behavior issues [of students] we decided that we needed to really focus on collective efficacy and bringing teachers together with effective common planning.” – *Jennifer, 3:02*

***Related Resources***

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| [Research on Effective Practices in School Turnaround](http://www.doe.mass.edu/turnaround/howitworks/turnaround-practices-508.pdf) - Learn more about the four key practices that characterize effective sustainable improvement efforts in Massachusetts schools.[Sustainable Improvement Planning Guidance](http://www.doe.mass.edu/turnaround/level4/guidance.html) - Resources for districts and schools on developing an effective sustainable improvement plan, including how to effectively engage stakeholders during and beyond improvement plan development.  |

**Detailed Reflection Questions:** The sections of the video below focus on additional important aspects of the school improvement efforts at Morningside. After watching them, discuss the questions provided related to the ideas and possibilities they illustrate.

**Demonstrating the value of shared expectations**

(3:41 – 4:43) What were some teachers worries about using common assessments and lesson planning formats? What did they ultimately come to believe? How were teachers involved in guided lesson planning process, and why did it matter that they had a voice in setting shared expectations and common practices?

**Monitoring implementation and making mid-course corrections**

(5:15 – 6:13) What structures did Morningside put in place to monitor progress towards benchmarks? What mindset did educators cultivate with respect to making adjustments as needed? How did school leaders identify and respond to implementation challenges?

**Embedding data-driven instructional practices into the school’s culture**

(6:14 – 6:34)How has the school’s approach to using data to inform instruction changed? What is the role of professional development in supporting the process of identifying areas in which teachers and students need more support?

**Additional Reflections for Your Context**

* What strategies, insights, or specific actions from the video most resonate with you?
* What questions do you have about the video?
* What strategies or actions did you see in the video that you are already doing in your classroom, school, or district?
* What strategies or actions did you see that you could consider implementing in your classroom, school, or district?
* What are the next steps for your classroom, school, or district planning?