



# Root Cause Analysis Module



# Learning Targets

1

Understand the purpose of conducting a root cause analysis

2

Use the fishbone method to determine the root cause of your primary need

3

Create need statements and desired outcomes to solve the root cause



Comprehensive  
Needs Assessment  
and Data Review



Identify Primary  
Need

Conduct Root  
Cause Analysis

Define Desired  
Outcome

Define Impact  
Goals on State  
Assessment

Evidence  
Based  
Intervention  
Analysis

Select  
Strategies  
(Interventions)

Define Process  
Goals for  
Strategies  
(interventions)

Identify  
Implementation  
Action Steps

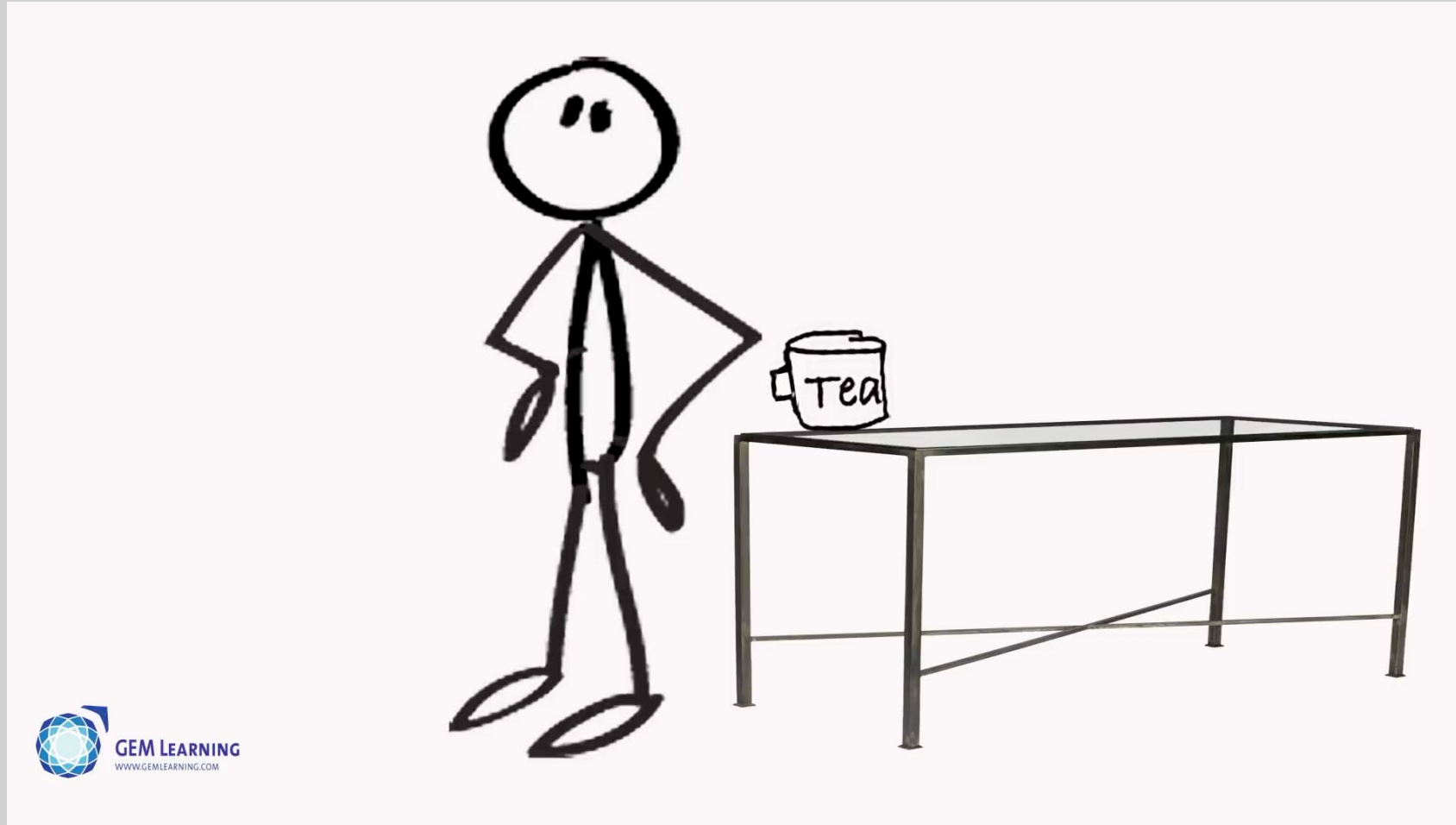
Identify  
Monitoring  
and Evaluation  
Action Steps



# Have a primary need, now what?



# The Fishbone Problem Solving Process



# Steps to a Successful RCA Process

- Assign roles in your stakeholder team for facilitating, notetaking, time keeping, etc.
- Review and select appropriate questions to guide your discussions
- Use the CNA rubric to examine elements within the indicator
- Remain objective
- Stay out of problem-solving mode
- Sort your responses into categories
- Synthesize the responses into a major, or fundamental, root cause
- Develop a need statement
- Develop a desired outcome



CNA  
Principle(s)  
Goes Here.

Enter the root cause here.

What needs  
to change to  
fix root  
cause?

Root Cause: \_\_\_\_\_

Primary Need

Need  
Statement

Look at all the causes and factors, what stands  
out the most, what shows up in multiple  
categories...that is your main root cause



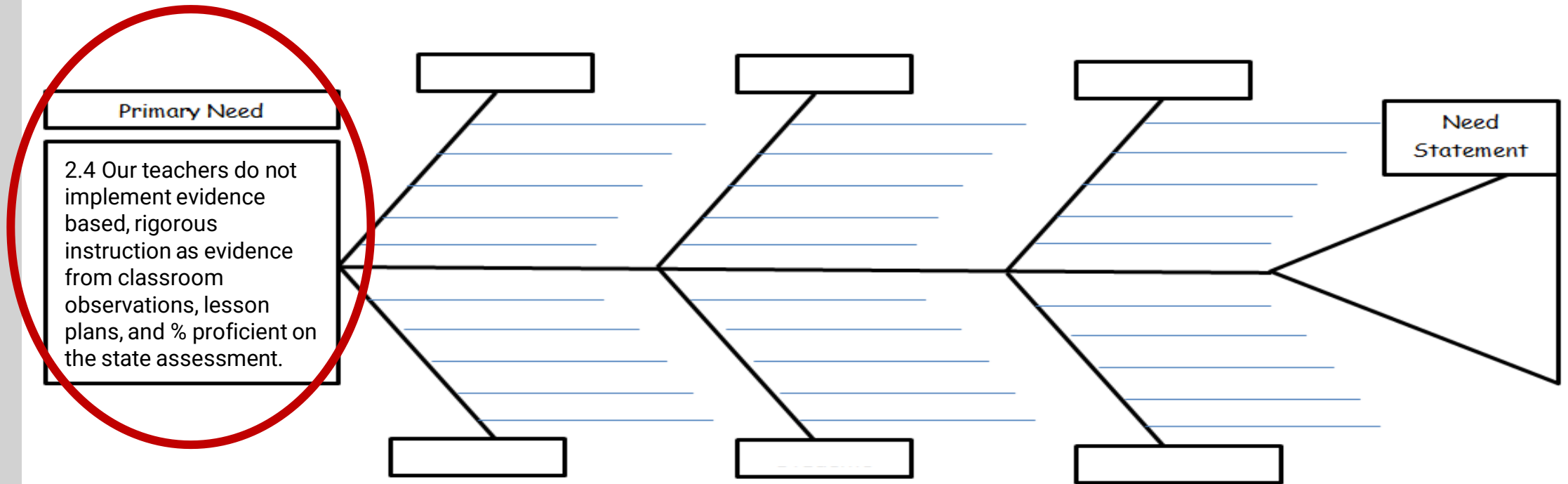
Desired Outcome (Positively Restate your Needs Statement):

Describe the CNA principle after the problem is fixed.



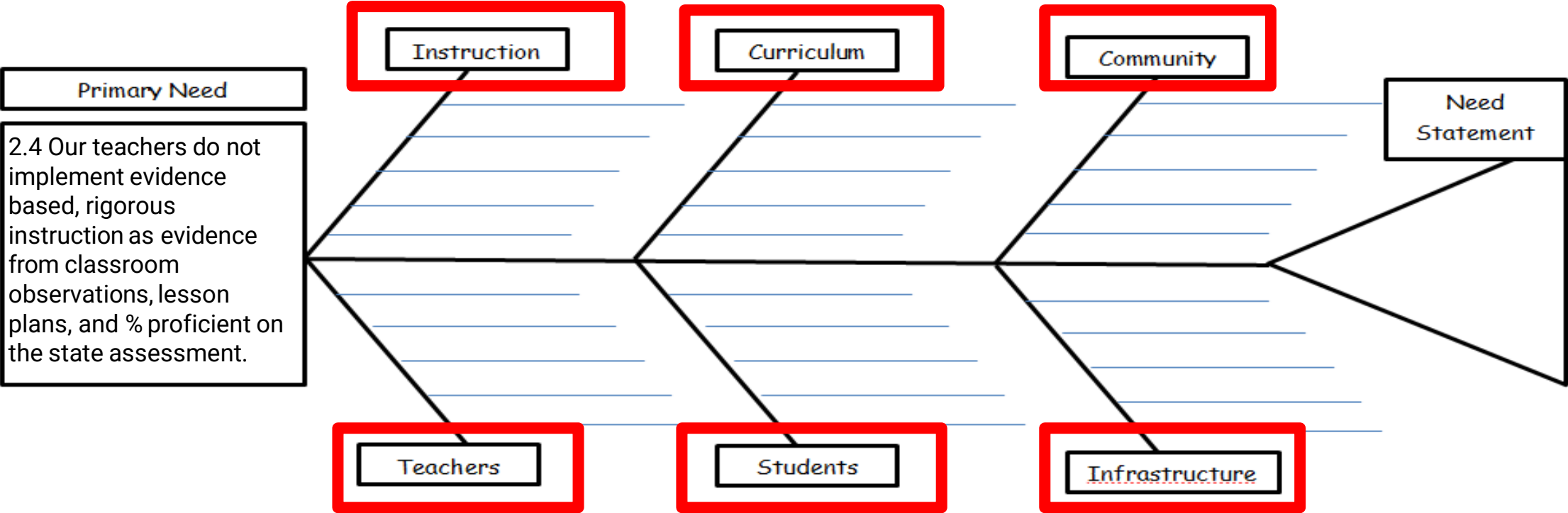
Fishbone template for Schools

Root Cause: \_\_\_\_\_





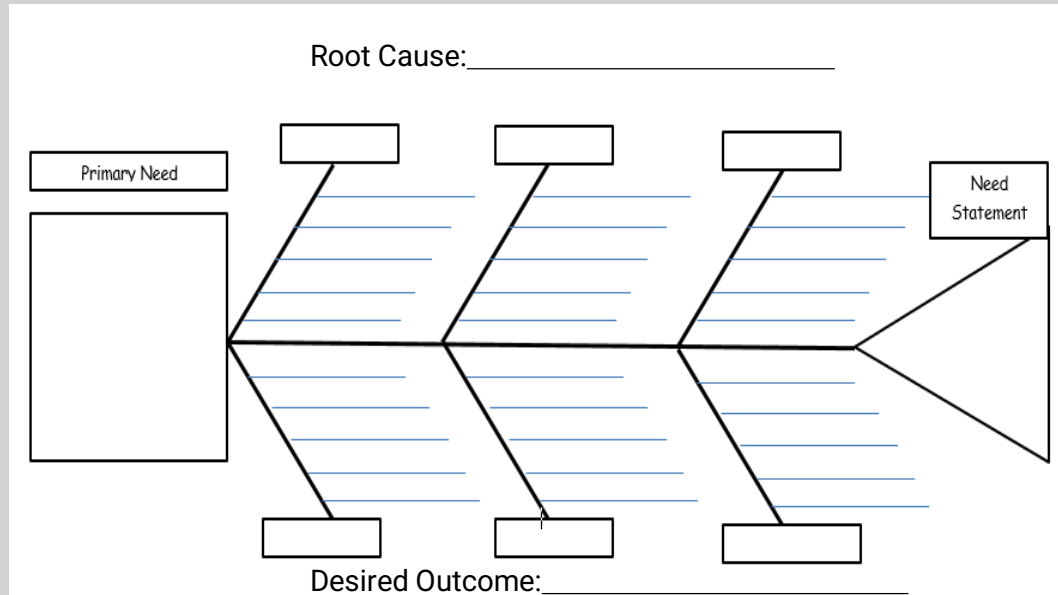
Root Cause:\_\_\_\_\_



Desired Outcome (Positively Restate your Needs Statement):  
\_\_\_\_\_



# Possible Additional Fishbone Categories



- Leadership
- Assessment
- Transportation
- Attendance
- Time
- Professional development
- Climate/culture
- Technology
- Subgroups



# Sample Target Questions

- How do you know the problem exists? What do you see happening?
- What conditions allow the problem to occur? Why is this happening?
- What are your teachers or staff doing or not doing to contribute to the problem?
- What are students doing or not doing to contribute to the problem?
- What is the community or family doing or not doing to contribute?
- What school systems support the problem? What systems do not support the problem?
- What barriers are in place?
- How does the curriculum contribute?
- How does time contribute? Does the school schedule play a role in the problem?
- What causes the teachers to contribute to the problem?
- Why do students feel or act a certain way?
- How does instruction contribute to the problem?
- Do you have a lack of fidelity to a system or program?



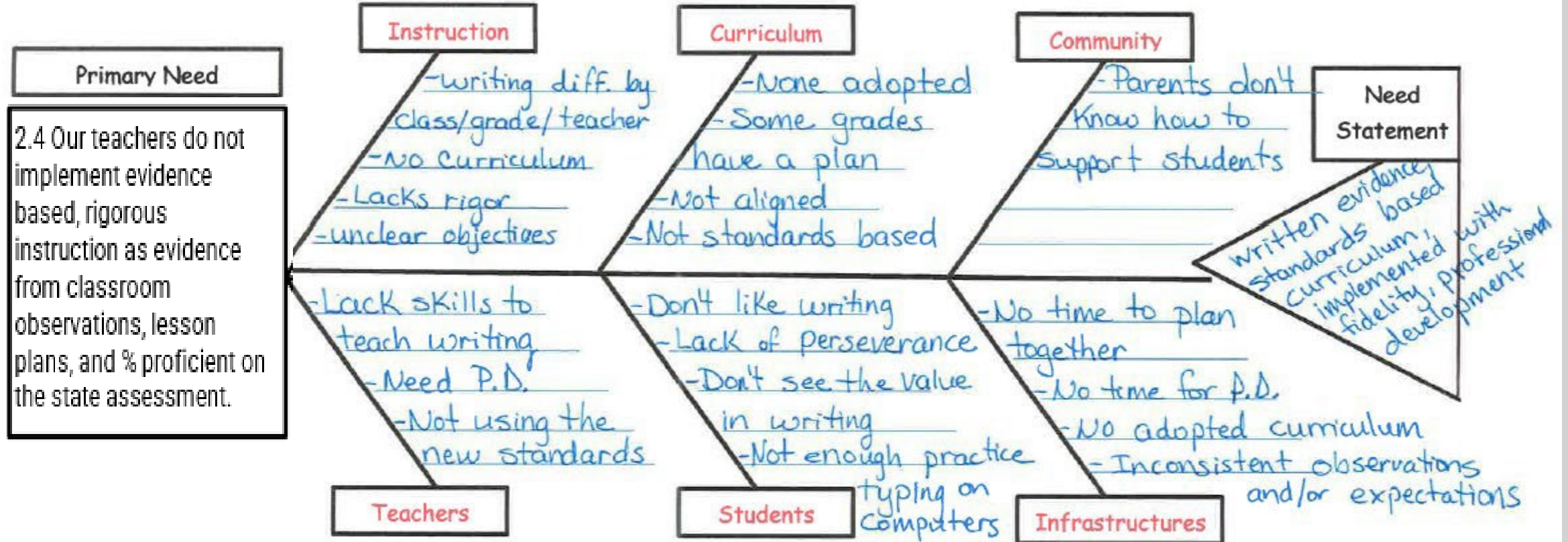


You Will Have to Study Your Diagram to Identify the Root Cause





Overall Root Cause: No writing curriculum and lack of training.



Desired Outcome (Positively Restate your Needs Statement):

Writing curriculum aligned to grade & content standards, implemented with fidelity to increase % proficient on writing assessment.



What if my  
tail is too big?

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# Sometimes you have to dig a little deeper...

WHY?

↳ WHY?

↳ WHY?

↳ WHY?

↳ WHY?

Real solution is found here

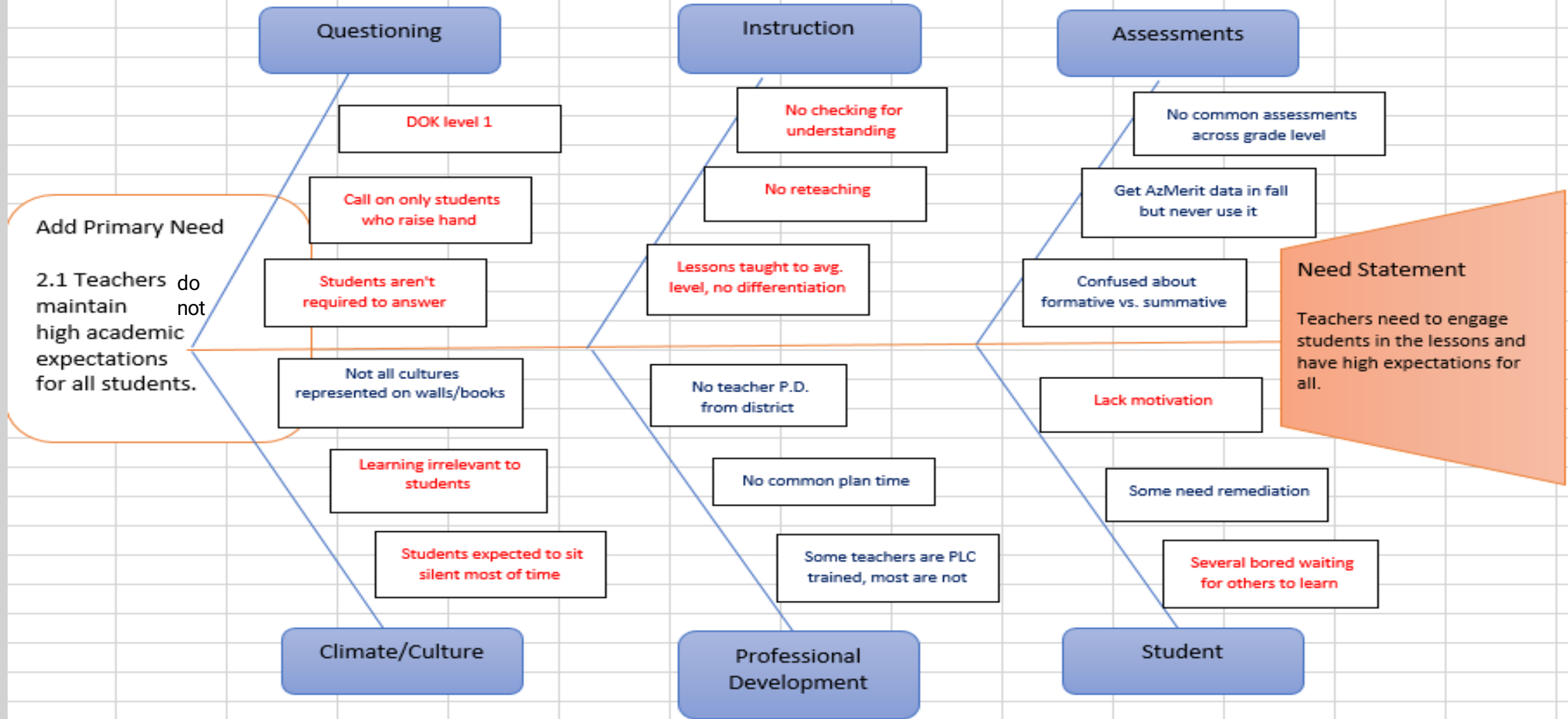


# How to Use the 5 Whys

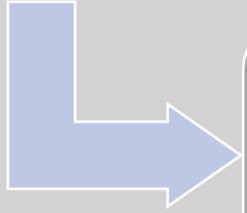




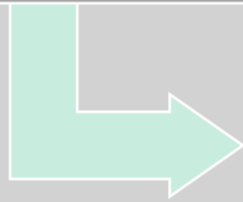
Overall Root Cause: low rigor, lack of student engagement, no motivation, teachers just going through the motions, lack of relevancy



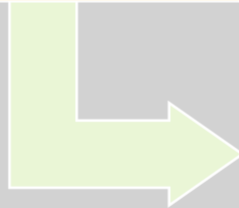
Why do teachers have low expectations for student achievement?



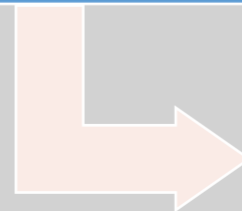
They don't understand the students' needs.



They don't take time to build relationships with students.



They don't know how to build a relationship.



They don't have strategies to build relationships with students.

*Why? Why? Why?  
Why? Why?*



## Need Statements

- A. Teachers need to increase the practice of using higher level DOK questioning with students
- B. We need to provide opportunities for parents and community to get involved in the school
- C. Staff need opportunities to collaborate to review assessment data and create student action plans

## Desired Outcomes

- A. Teachers will include DOK 2 and 3 levels of questioning in their daily planning and instruction
- B. Create a team to develop and implement opportunities for parent and community involvement
- C. Develop a schedule for team collaboration and expectations for assessment data review and student action plan creation



# RCA Outcomes

- Generate deeper insights about your local needs
- Reveal the key factors contributing to your needs
- Prioritize which factors to address first
- Helps you make more informed decisions
- Ensures you avoid quick fixes that will not lead to meaningful change
- Identify, select, and plan for implementation of strategies that are likely to remove the root cause



# Alignment

Primary Need

Root Cause

Need Statement

Desired Outcome

Strategies and Actions



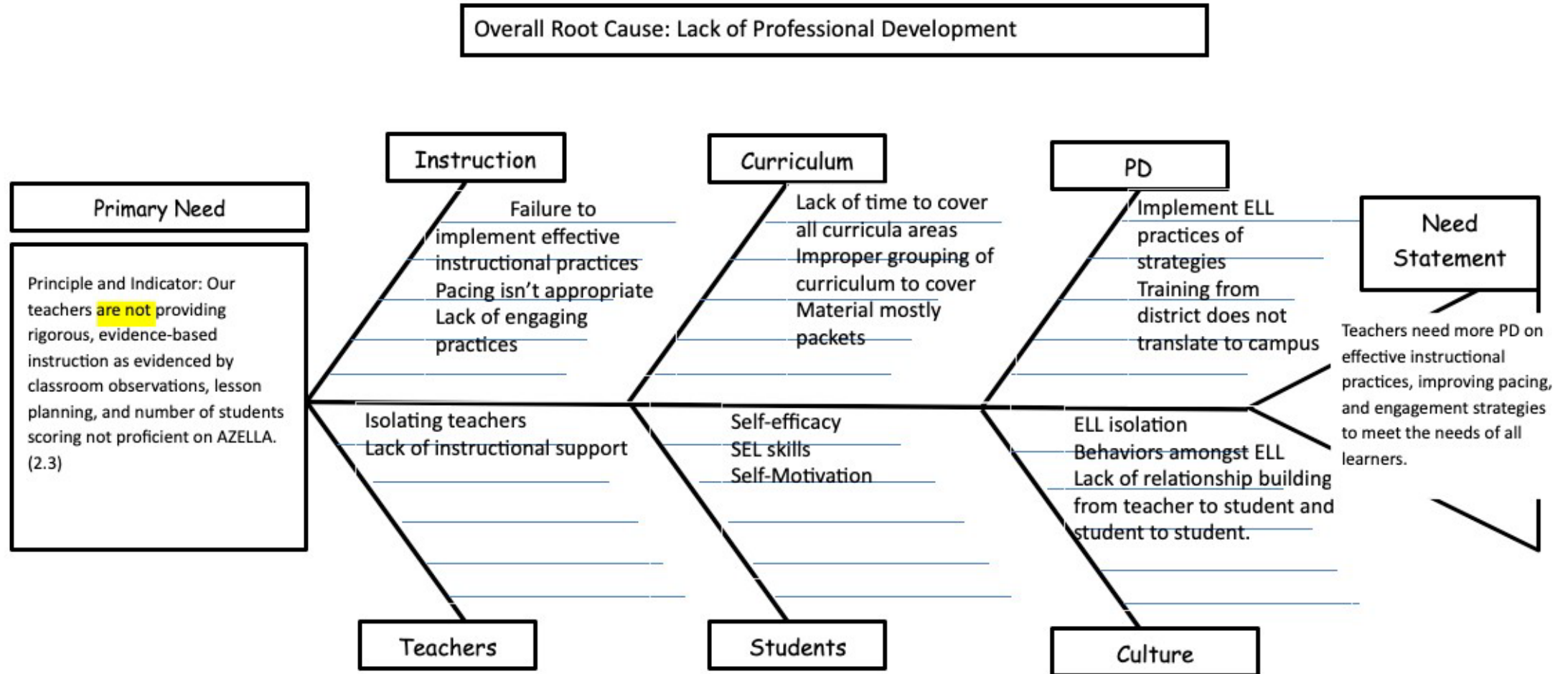
# A word about aTSI/TSI Subgroups

\* Must include your identified subgroups in your consideration of primary needs, root causes, need statements, and desired outcomes

- Create a separate fishbone that addresses root causes for subgroup performance.
- Can also embed subgroups as a category on a fishbone for an overall primary need.



# Root Cause Fishbone Focused on a Sub-Group



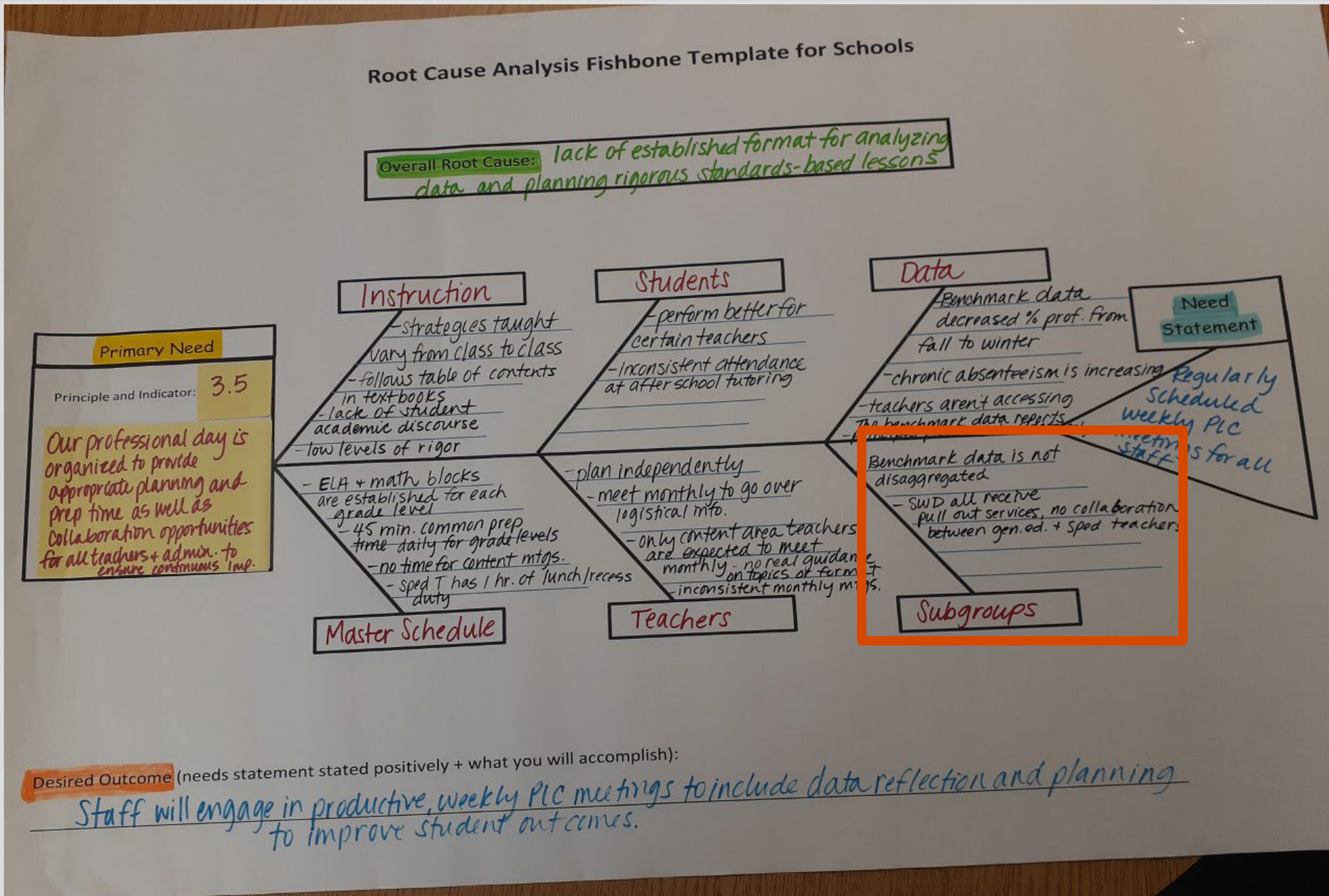
Desired Outcome (needs statement stated positively + what you will accomplish):

Our teachers will be trained in effective instructional strategies and will provide support in utilizing engaging practices to meet the needs of all learners.





# Fishbone That Addresses Sub-Group Performance






# CSI Low Grad Rate Schools



## Root Cause Analysis Fishbone Template



ABC School

<b>Overall Root Cause Statement</b> The synthesis of the most powerful root cause(s).		<b>Social emotional supports and opportunities for school engagement for students are lacking</b>		
  <b>Primary Need</b> The Principle and Indicator from CNA stated as a problem	<b>Root Causes</b> (label each category/headline and include details) These are the most influential contributing factors. "Why is the problem existing? What is contributing to the problem? Who plays a role in contributing to the problem?"			
	<b>Students</b> <ul style="list-style-type: none"> <li>Poor attendance on Mondays and Fridays</li> <li>Low academic skill level of students</li> <li>Lack of transportation to/from school</li> <li>Many are working full time jobs</li> </ul>	<b>Parents</b> <ul style="list-style-type: none"> <li>Hands off approach</li> <li>Language barriers</li> <li>Many are not available to come to school events in person</li> <li>Many have signed up for the text communication app</li> </ul>	<b>Systems</b> <ul style="list-style-type: none"> <li>Academic benchmark system is in place</li> <li>SEL student surveys are conducted twice a year</li> <li>Attendance tracking reports are run weekly</li> <li>Need to follow up on withdrawals to code properly</li> </ul>	<b>Need Statement</b> What must happen/change to address the root cause(s) and the primary need?  <b>The school needs to provide support for students to cope with social/emotional/behavioral issues and needs to provide time and resources to offer more activities beyond academics to motivate students to come to school</b>
	<b>Staff</b> <ul style="list-style-type: none"> <li>Inconsistent attendance in ELA department</li> <li>Lack understanding of SEL strategies</li> <li>80% have been working at the school 2 years or less</li> <li>65% are in their first 5 years of teaching</li> <li>Counselor is for academic advisement only</li> </ul>	<b>Student Surveys</b> <ul style="list-style-type: none"> <li>Don't feel safe</li> <li>Don't feel connected to school</li> <li>Want more/different afterschool activities – clubs or enrichment</li> <li>Lack of mentoring opportunities</li> <li>Appreciate being able to complete and submit work online at various times of the day/night</li> </ul>		
	<b>Desired Outcome</b> What will success look like if the needs statement is achieved and root causes addressed?			
<b>The school will provide professional development in SEL strategies and trauma informed practices to provide social/emotional support for students, as well as offer more activities outside of the academic realm to motivate students to come to school, reducing absence rates, increasing student retention, and maximizing graduation rates.</b>				

**Increase Low Graduation Rate**





# Root Cause Analysis Fishbone Template



School Name – revised dd/mm/yy

## Overall Root Cause Statement

The synthesis of the most powerful root cause(s).

## Root Causes (label each category/headline and include details)

These are the most influential contributing factors. *"Why is the problem existing? What is contributing to the problem? Who plays a role in contributing to the problem?"*

•

•

•

## Primary Need

The Principle and Indicator from CNA stated as a problem

## Need Statement

*What must happen/change to address the root cause(s) and the primary need?*

•

•

•

## Desired Outcome

*What will success look like if the needs statement is achieved and root causes addressed?*



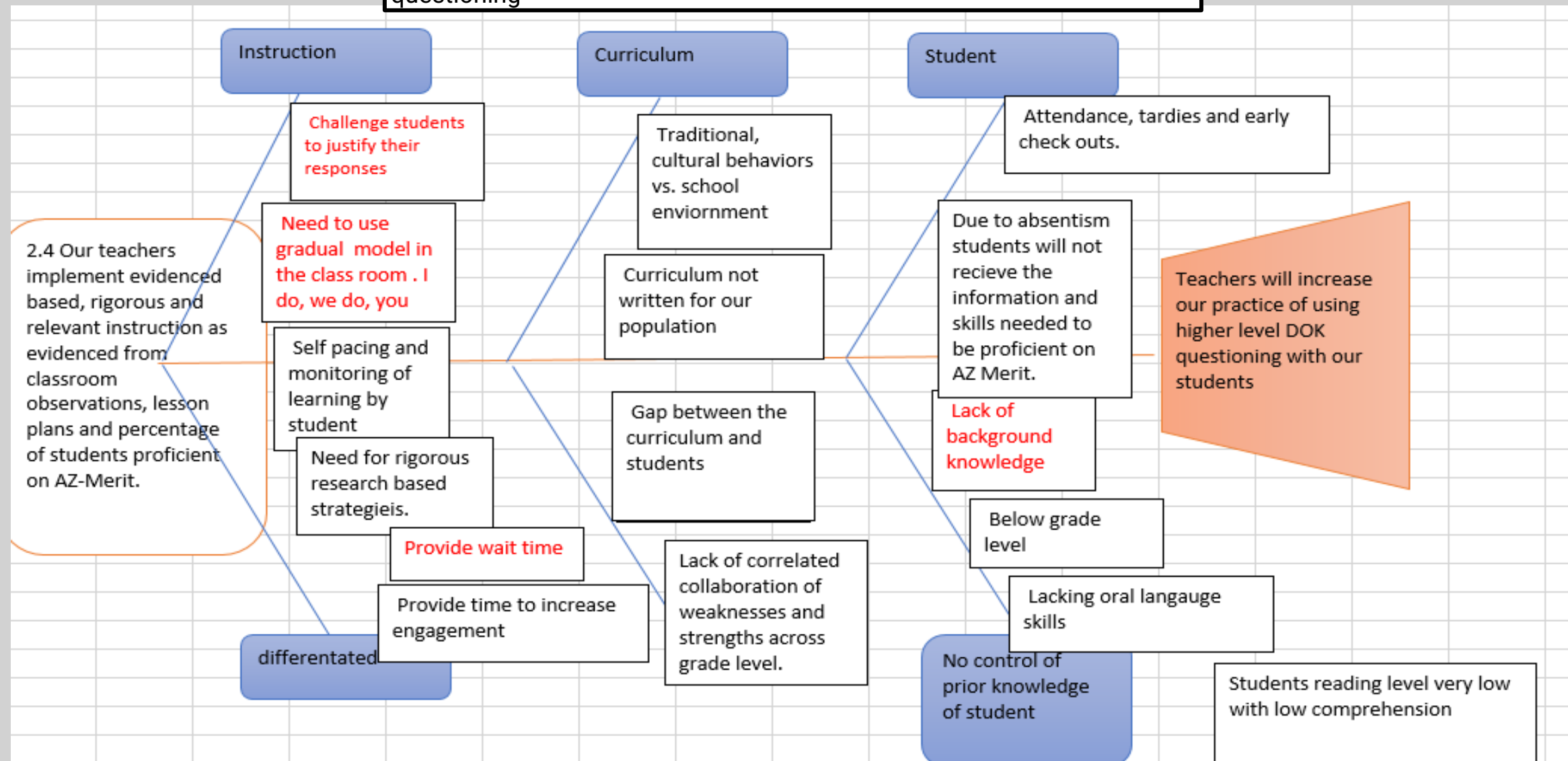
# Additional Fishbones from Schools in Improvement

IF YOU ARE  
UNABLE TO  
UNDERSTAND  
THE CAUSE OF  
A PROBLEM IT  
IS IMPOSSIBLE  
TO SOLVE IT.

NAOTO KAN



Overall Root Cause: low level questioning in class; limited use of questioning



Desired Outcome Teachers will include in daily planning instruction to increase levels of DOK. We will use more DOK 2's and 3's.





## PRIMARY NEED

51. A portion of our staff does not have high expectations for learning for all students.

## ROOT CAUSES

These are the most influential contributing factors. Why is the problem occurring? What is contributing to the problem? What place is this contributing to the problem?

Category Title: **WILSON**

1. Consistent class issues

1a. Disruptive issues in classrooms

1b. Disruptive issues in classrooms

1c. Disruptive issues in classrooms

1d. Disruptive issues in classrooms

1e. Disruptive issues in classrooms

1f. Disruptive issues in classrooms

1g. Disruptive issues in classrooms

1h. Disruptive issues in classrooms

1i. Disruptive issues in classrooms

1j. Disruptive issues in classrooms

1k. Disruptive issues in classrooms

1l. Disruptive issues in classrooms

1m. Disruptive issues in classrooms

1n. Disruptive issues in classrooms

1o. Disruptive issues in classrooms

1p. Disruptive issues in classrooms

1q. Disruptive issues in classrooms

1r. Disruptive issues in classrooms

1s. Disruptive issues in classrooms

1t. Disruptive issues in classrooms

1u. Disruptive issues in classrooms

1v. Disruptive issues in classrooms

1w. Disruptive issues in classrooms

1x. Disruptive issues in classrooms

1y. Disruptive issues in classrooms

1z. Disruptive issues in classrooms

## ROOT CAUSES

These are the most influential contributing factors. Why is the problem occurring? What is contributing to the problem? What place is this contributing to the problem?

Category Title: **STAFF**

2a. Apathetic

2b. Apathetic

2c. Apathetic

2d. Apathetic

2e. Apathetic

2f. Apathetic

2g. Apathetic

2h. Apathetic

2i. Apathetic

2j. Apathetic

2k. Apathetic

2l. Apathetic

2m. Apathetic

2n. Apathetic

2o. Apathetic

2p. Apathetic

2q. Apathetic

2r. Apathetic

2s. Apathetic

2t. Apathetic

2u. Apathetic

2v. Apathetic

2w. Apathetic

2x. Apathetic

2y. Apathetic

2z. Apathetic

## OVERALL ROOT CAUSE STATEMENT

(The synthesis of the most powerful root causes)

LOW EXPECTATIONS FROM TEACHERS  
CREATES LOW OUTCOMES FROM  
STUDENTS

## ROOT CAUSES

These are the most influential contributing factors. Why is the problem occurring? What is contributing to the problem? What place is this contributing to the problem?

Category Title: **STUDENTS**

3a. No accountability

3b. No accountability

3c. No accountability

3d. No accountability

3e. No accountability

3f. No accountability

3g. No accountability

3h. No accountability

3i. No accountability

3j. No accountability

3k. No accountability

3l. No accountability

3m. No accountability

3n. No accountability

3o. No accountability

3p. No accountability

3q. No accountability

3r. No accountability

3s. No accountability

3t. No accountability

3u. No accountability

3v. No accountability

3w. No accountability

3x. No accountability

3y. No accountability

3z. No accountability

4a. Cultural differences

4b. Cultural differences

4c. Cultural differences

4d. Cultural differences

4e. Cultural differences

4f. Cultural differences

4g. Cultural differences

4h. Cultural differences

4i. Cultural differences

4j. Cultural differences

4k. Cultural differences

4l. Cultural differences

4m. Cultural differences

4n. Cultural differences

4o. Cultural differences

4p. Cultural differences

4q. Cultural differences

4r. Cultural differences

4s. Cultural differences

4t. Cultural differences

4u. Cultural differences

4v. Cultural differences

4w. Cultural differences

4x. Cultural differences

4y. Cultural differences

4z. Cultural differences

5a. Low expectations

5b. Low expectations

5c. Low expectations

5d. Low expectations

5e. Low expectations

5f. Low expectations

5g. Low expectations

5h. Low expectations

5i. Low expectations

5j. Low expectations

5k. Low expectations

5l. Low expectations

5m. Low expectations

5n. Low expectations

5o. Low expectations

5p. Low expectations

5q. Low expectations

5r. Low expectations

5s. Low expectations

5t. Low expectations

5u. Low expectations

5v. Low expectations

5w. Low expectations

5x. Low expectations

5y. Low expectations

5z. Low expectations

6a. Lack of knowledge

6b. Lack of knowledge

6c. Lack of knowledge

6d. Lack of knowledge

6e. Lack of knowledge

6f. Lack of knowledge

6g. Lack of knowledge

6h. Lack of knowledge

6i. Lack of knowledge

6j. Lack of knowledge

6k. Lack of knowledge

6l. Lack of knowledge

6m. Lack of knowledge

6n. Lack of knowledge

6o. Lack of knowledge

6p. Lack of knowledge

6q. Lack of knowledge

6r. Lack of knowledge

6s. Lack of knowledge

6t. Lack of knowledge

6u. Lack of knowledge

6v. Lack of knowledge

6w. Lack of knowledge

6x. Lack of knowledge

6y. Lack of knowledge

6z. Lack of knowledge

7a. Unengaging

7b. Unengaging

7c. Unengaging

7d. Unengaging

7e. Unengaging

7f. Unengaging

7g. Unengaging

7h. Unengaging

7i. Unengaging

7j. Unengaging

7k. Unengaging

7l. Unengaging

7m. Unengaging

7n. Unengaging

7o. Unengaging

7p. Unengaging

7q. Unengaging

7r. Unengaging

7s. Unengaging

7t. Unengaging

7u. Unengaging

7v. Unengaging

7w. Unengaging

7x. Unengaging

7y. Unengaging

7z. Unengaging

8a. Lack of knowledge

8b. Lack of knowledge

8c. Lack of knowledge

8d. Lack of knowledge

8e. Lack of knowledge

8f. Lack of knowledge

8g. Lack of knowledge

8h. Lack of knowledge

8i. Lack of knowledge

8j. Lack of knowledge

8k. Lack of knowledge

8l. Lack of knowledge

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8o. Lack of knowledge

8p. Lack of knowledge

8q. Lack of knowledge

8r. Lack of knowledge

8s. Lack of knowledge

8t. Lack of knowledge

8u. Lack of knowledge

8v. Lack of knowledge

8w. Lack of knowledge

8x. Lack of knowledge

8y. Lack of knowledge

8z. Lack of knowledge

9a. Lack of knowledge

9b. Lack of knowledge

9c. Lack of knowledge

9d. Lack of knowledge

9e. Lack of knowledge

9f. Lack of knowledge

9g. Lack of knowledge

9h. Lack of knowledge

9i. Lack of knowledge

9j. Lack of knowledge

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9o. Lack of knowledge

9p. Lack of knowledge

9q. Lack of knowledge

9r. Lack of knowledge

9s. Lack of knowledge

9t. Lack of knowledge

9u. Lack of knowledge

9v. Lack of knowledge

9w. Lack of knowledge

9x. Lack of knowledge

9y. Lack of knowledge

9z. Lack of knowledge

10a. Lack of knowledge

10b. Lack of knowledge

10c. Lack of knowledge

10d. Lack of knowledge

10e. Lack of knowledge

10f. Lack of knowledge

10g. Lack of knowledge

10h. Lack of knowledge

10i. Lack of knowledge

10j. Lack of knowledge

10k. Lack of knowledge

10l. Lack of knowledge

10m. Lack of knowledge

10n. Lack of knowledge

10o. Lack of knowledge

10p. Lack of knowledge

10q. Lack of knowledge

10r. Lack of knowledge

10s. Lack of knowledge

10t. Lack of knowledge

10u. Lack of knowledge

10v. Lack of knowledge

10w. Lack of knowledge

10x. Lack of knowledge

10y. Lack of knowledge

10z. Lack of knowledge

11a. Lack of knowledge

11b. Lack of knowledge

11c. Lack of knowledge

11d. Lack of knowledge

11e. Lack of knowledge

11f. Lack of knowledge

11g. Lack of knowledge

11h. Lack of knowledge

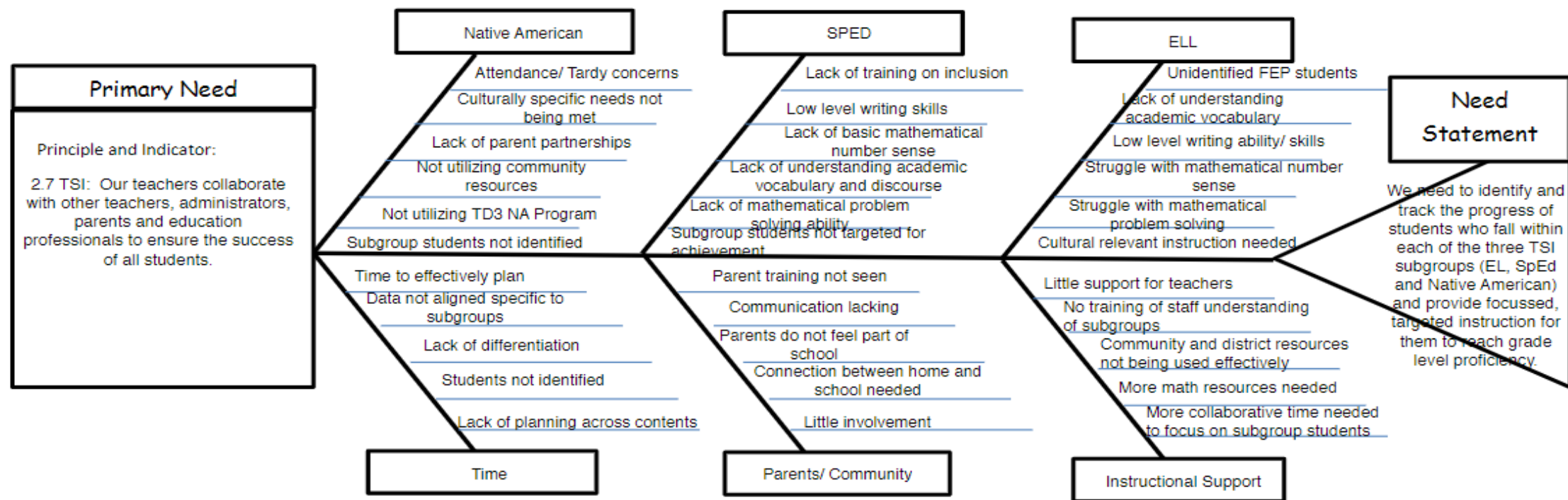
11i. Lack of knowledge

11j. Lack of knowledge

# Root Cause Analysis Fishbone Template for Schools

**Overall Root Cause:**

The staff does not know the different types of available data and which kind of data to use for which learning outcomes and learning opportunities are one size fits all.



**Desired Outcome (needs statement stated positively + what you will accomplish):**

By targeting instruction in a smaller setting based on data (skill deficiencies), TSI students will be provided more frequent and consistent feedback and meet grade level standards therefore decreasing the number of students needing additional support.



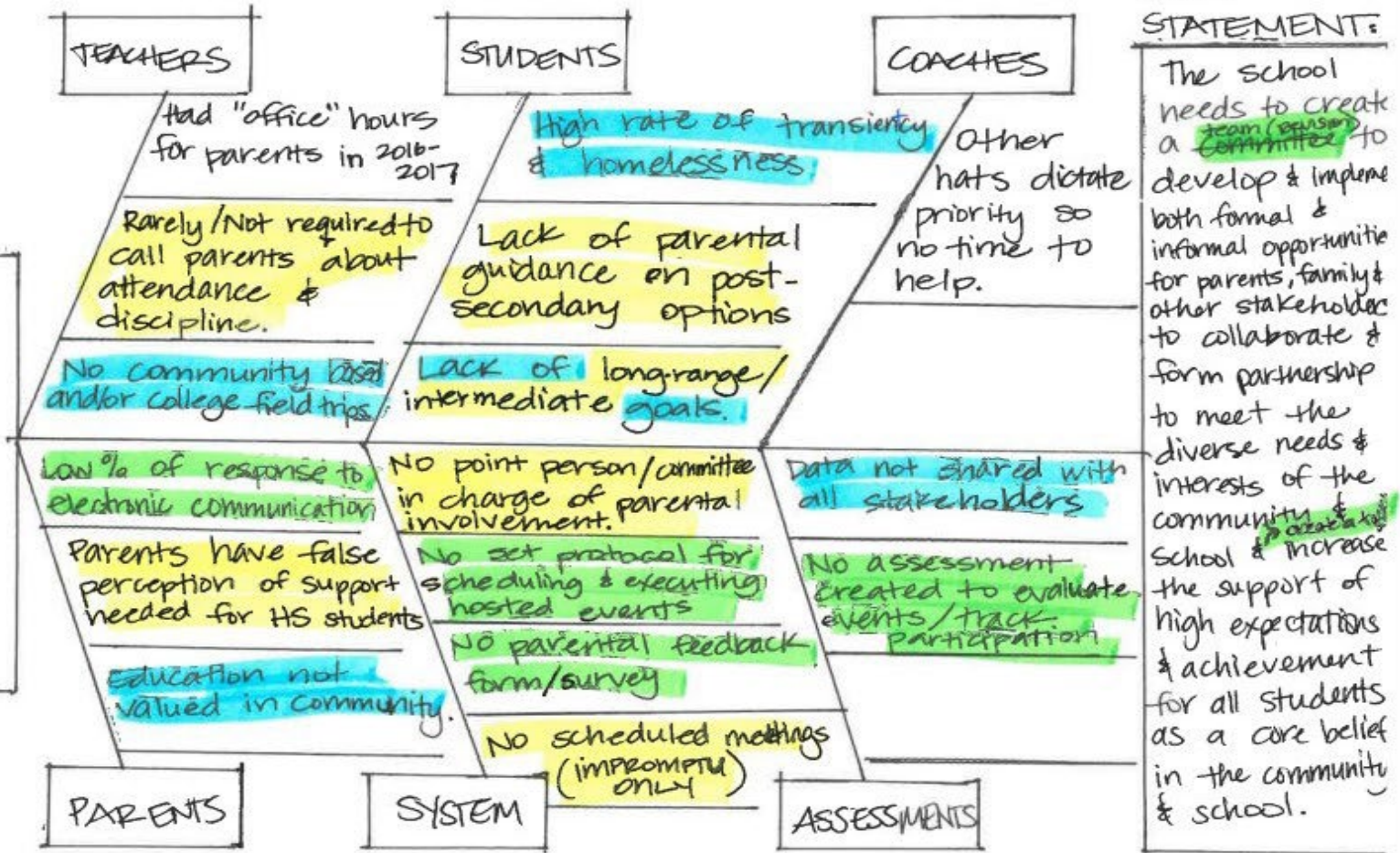


### PRIMARY NEED:

The school needs to increase opportunities for parental support & involvement reinforcing an environment of high expectations & achievement for all students.

### PRINCIPLE 6

1.4 & 6.1



### DESIRED OUTCOME:

The school creates a new TEAM committee to develop & implement both formal & informal opportunities for parents, family, & other stakeholders that forms partnerships that meet the diverse needs & interests of the community & school & a tracking system that reinforces the environment of high expectations achievement for all student.





# Root Cause Analysis Fishbone Template



School – revised 02/23/22

## Overall Root Cause Statement

The synthesis of the most powerful root cause(s).

**Teachers are not prioritizing / focused on quality instruction and engagement because there are too many focuses**

## Root Causes (label each category/headline and include details)

These are the most influential contributing factors. "Why is the problem existing? What is contributing to the problem? Who plays a role in contributing to the problem?"

### Teachers

- Lack of knowledge on how to collect data/CFU in real time
- Teachers do not know standards or curriculum well enough to provide relevant instruction
- Not using district curriculum (instead TPT, etc)
- No stamina for planning and execution of plans
- Lack of time to fully plan
- Lack of familiarity with evidence-based strategies
- Prevalent idea of "but I have always done \_\_\_\_"

### Students

- Students aren't being asked to produce
- Students are bored, which creates more behaviors
- Lack of student stamina
- Students are not engaged
- Students do not know what they're learning or how to gauge whether they are learning it

### Leadership

- Not enough class visits to hold teachers accountable
- Not following through on expectations laid out
- Need to create and ensure a LP template that supports usage of evidence-based strategies
- Need more accountability
- Need to provide models to teachers of what this is
- Too many foci = not enough time to move forward in any one area

### Climate/Culture

- No culture of learning
- Teachers do not believe all students can do rigorous work
- Do we value it?
- Lack of urgency
- Pandemic excuses

### Systems

- No clear "directory" or list of evidence-based strategies
- Need system so teachers can see examples of evidence-based, rigorous instruction (POD cycles?)
- Lacking common district wide assessments

### Subgroups (TSI)

- Inconsistent differentiation for sped students in gen ed classrooms
- Sped teachers not using district curriculum
- Are engagement strategies used in sped settings?

## Primary Need

The Principle and Indicator from CNA stated as a problem

Indicator 2.4 Our teachers do not implement evidenced-based, rigorous and relevant instruction.

## Need Statement

What must happen/change to address the root cause(s) and the primary need?

We need to narrow our scope to one engagement strategy (Thinking Maps)

## Desired Outcome

What will success look like if the needs statement is achieved and root causes addressed?

**Leadership will create a system of accountability to ensure Thinking Maps are effectively implemented in every classroom.**







# Root Cause Analysis Fishbone Template

– revised 3/3/22



<b>Overall Root Cause Statement</b> The synthesis of the most powerful root cause(s).		<b>There is a lack of accountability when it comes to the development and use of scaffolded materials for diverse learners during core instruction.</b>		
<b>Primary Need</b> The Principle and Indicator from CNA stated as a problem  4.4: Our written curricula do not accommodate the needs of all learners, including culturally relevant academic, behavioral, and social emotional learning components that meet the needs of the whole child.	<b>Root Causes</b> (label each category/headline and include details) These are the most influential contributing factors. <i>"Why is the problem existing? What is contributing to the problem? Who plays a role in contributing to the problem?"</i>			<b>Need Statement</b> <i>What must happen/change to address the root cause(s) and the primary need?</i>  Newly created or modified scaffolded materials need to be uploaded into the LMS and visible to all stakeholders.
	<b>Standards</b>	<b>Diverse Learners: SPED</b>	<b>Diverse Learners: ELD</b>	
	<ul style="list-style-type: none"><li>Teachers are not consistently reviewing / unpacking the standards</li><li>Teachers are not aligning standard verbs to assessment objectives</li><li>Teachers are not identifying learning progressions that lead to the standards</li></ul>	<ul style="list-style-type: none"><li>Teachers are not fully aware of the required accommodations for SPED students</li><li>Teachers are not trained to accommodate existing materials appropriately</li><li>Teachers are not consistently providing access to accommodated materials</li></ul>	<ul style="list-style-type: none"><li>Teachers are not fully aware of the required accommodations for ELD students</li><li>Teachers are not trained to embed language acquisition opportunities for ELD students</li><li>Teachers are not consistently offering assessments independent of writing/speaking</li></ul>	
	<b>Differentiation Techniques</b>	<b>Student Buy-In</b>	<b>Curricular Materials</b>	
	<ul style="list-style-type: none"><li>Teachers have limited / inconsistent understanding of differentiation techniques</li><li>Teachers cannot consistently apply appropriate differentiation to sub-groups</li><li>Differentiation is not consistently planned for ahead of a unit</li></ul>	<ul style="list-style-type: none"><li>Teachers do not provide appropriate amount of choice for summative assessments</li><li>Teachers do not ensure existing assessment choices reflect current population</li></ul>	<ul style="list-style-type: none"><li>Scaffolded materials built into the Summit platform are not designed with ELD and SPED students in mind.</li><li>Existing scaffolded materials only exist in math and ELA curriculum.</li></ul>	
<b>Desired Outcome</b> <i>What will success look like if the needs statement is achieved and root causes addressed?</i>		<b>Teachers will regularly assign scaffolded materials in the LMS to diverse populations.</b>		







# RCA Common Errors

- Bones contain solutions or next steps
- Limited/brief details in the bones
- Laundry list of root causes, which are actually symptoms
- Root cause is out of the school's control
- Need statement (tail) is a repeat of the primary need (head)
- Need statement and/or desired outcome lists what students need to do
- aTSI/TSI subgroups are not included
- Limited team participation in the discussion
- Lack of alignment between the root cause, need statement, and desired outcome



# Planning Tool

All
<input type="checkbox"/> History Log
<a href="#">History Log</a>
<a href="#">Create Comment</a>
<input type="checkbox"/> School Planning Team
<a href="#">School Planning Team (REQUIRED)</a>
<input type="checkbox"/> Comprehensive Needs Assessment
<a href="#">Principles 1-6 (REQUIRED)</a>
<a href="#">Data Analysis Assurance (REQUIRED)</a>
<a href="#">Root Cause Analysis</a>
<input type="checkbox"/> Integrated Action Plan
<a href="#">Final Summary (REQUIRED)</a>
<a href="#">Principles, Strategies and Action Steps (REQUIRED)</a>
All

Type	Document Template	Required Documents Document/Link
Fishbone Diagram [Upload at least 3 document(s)]	 <a href="#">Fishbone Diagram</a>	 <a href="#">CNA Fishbone Principle 2.3</a>  <a href="#">CNA Fishbone Principle 2.4</a>  <a href="#">CNA Fishbone Principle 5.2</a>



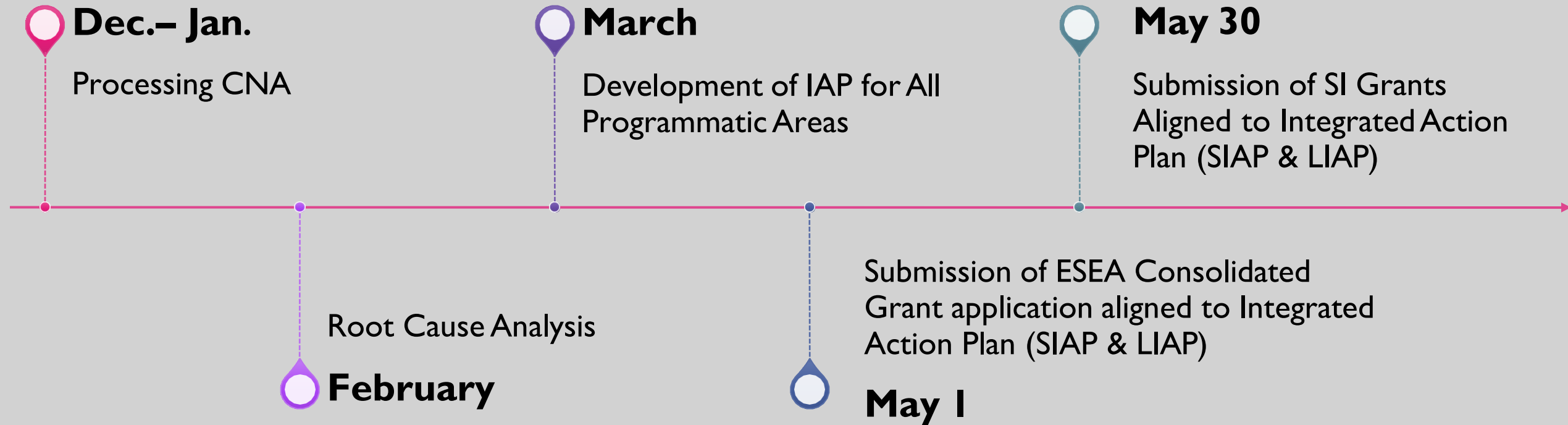
# Final Summary Chart

Summary and Needs Identification - Using the summary of your data above and your three fishbone root cause analyses, complete the Summary and Needs Identification chart below for your top three primary needs. Use one row for each primary need.

Primary Needs Indicator #	Step 1) Identify Your 3 Primary Needs	Step 2) Identify Root Causes	Step 3) Write Primary Needs Statements	Step 4) Write Desired Outcomes
Indicate the principle and indicator for each of your primary needs, (i.e., 2.3)	Write the description of the CNA indicator. - (Head of the fishbone)	List the one major contributing factor to the problem. - (Body of the fishbone)	Write Primary Need Statement - List the action needed to solve the problem. - (Tail of the fishbone)	Describe what you will do and how it will impact students. This is a positive restatement of your need statement.
* 2.3	* Based on all available student data, teachers do not intentionally plan instruction that supports every student in meeting rigorous learning goals by differentiating instruction and implementing Universal Design for Learning.	* Teachers do not consistently use data to design effective instruction for all learners.	* Teachers need to create success criteria and develop, deliver, and analyze daily formative assessments to drive instruction.	* Teachers will create success criteria in order to develop, deliver, and analyze daily formative assessments that drive instruction.
* 2.4	* Our teachers do not implement evidenced-based, rigorous and relevant instruction.	* Teachers are not utilizing strategies to engage all learners in their learning.	* Teachers need to plan for and know how to implement engagement strategies in their instruction.	* Teachers will implement strategies in their instruction that engage students in their learning.
* 5.2	* Our staff does not create an environment which builds mutual respect among leadership, teachers, students, and families.	* We have no way to collect meaningful student input and feedback	* We need to develop a system to collect student input and/or feedback on school-wide practices and policies	* Leadership will develop a system/protocol to collect student input and/or feedback on relevant school-wide practices and policies.



# SUGGESTED TIMELINE FOR ANNUAL PLANNING



# PLANNING TOOL NAVIGATOR WEBSITE

<https://www.azed.gov/titlei/planning-workflow/>

**GME Micro-Trainings:**  
**Planning Tool Micro Training**

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GME Planning Tool

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Kathy Hoffman  
Superintendent of Public Instruction



ALEAT to GME  
Trainer of Trainers  
Title I, II, III, IV-A  
April 2020

Educator and School Excellence  
Belinda Balough  
Marnie Lord  
Sue Edman  
Erin Henderson







If you would like copies of the tools used throughout the webinar, please visit

<https://www.azed.gov/improvement/support-improvement-professional-learning>

All documents are posted below the module.

If you need additional support or have any questions, please contact your program specialist or send a message to [SchoolImprovementInbox@azed.gov](mailto:SchoolImprovementInbox@azed.gov)

# Thank You

