Learning Target:
You will be able to use the Fishbone diagram and 5 Whys method to help determine the root cause and desired outcome of your primary need.
*Special Reminders: strategies must be evidence based and there could be multiple strategies to support the desired outcome.*
Identifying Primary Needs

- Divide chart paper in half
- Headings:
  - Strengths
  - Areas of Development
- Review CNA Final Summary Page and discuss your strengths and areas of development – list the indicators in each column
- Discuss patterns, trends and data that showcased your need
- Highlight the Top 3-4 needs on chart
Have a primary need, now what?

Root Cause

- What?
- Who?
- When?
- Why?
- How?
- Where?
The Fishbone Problem Solving Process
2.4 Our teachers do not implement evidence based, rigorous instruction as evidence from classroom observations, lesson plans, and % proficient on AzMERIT.
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Desired Outcome (Positively Restate your Needs Statement):
Possible Additional Fishbone Categories

- Leadership
- Assessment
- Transportation
- Attendance
- Time
- Professional development
- Climate/culture
- Subgroups
2.4 Our teachers do not implement evidence-based, rigorous instruction as evidence from classroom observations, lesson plans, and % proficient on AzMERIT.

Desired Outcome (Positively Restate your Needs Statement):

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

• How do you know the problem exists? What are the people in the school doing?
• 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?
What if my tail is too big?
Desired Outcome: Teachers will maintain high academic expectations for all students by actively engaging them in high level learning activities in all areas of instruction.
Sometimes you have to dig a little deeper...

WHY?

WHY?

WHY?

WHY?

WHY?

Real solution is found here
How to Use the 5 Whys
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.
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
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:**
The school needs to increase opportunities for parental support & involvement, reinforcing an environment of high expectations & achievement for all students.

**Principle 6**
1.4 & 1.6.1

**Desired Outcome:**
The school creates a committee to develop & implement both formal & informal opportunities for parents, family & other stakeholders that cross partnerships that meet the diverse needs & interests of the community & school that reinforces the environment of high expectations for all students.

**Students:**
- High rate of truancy & homelessness
- Lack of parental guidance on post-secondary options
- Other hats dictate priority & no time to help.

**Teachers:**
- Busy "office" hours for parents in 2017
- Rarely has required to call parents about attendance & discipline.

**Coaches:**
- No community focus under current leadership
- Lack of long-range/immediate goals.

**Parents:**
- No point person/family in charge of parental involvement.
- No way to unify school, students, & families.
- No scheduled meetings (improvement only).

**System:**
- No assessment criteria to outline student/teacher participation.
- No parent feedback form/survey.

**Assessment:**
- Data not shared with all stakeholders.
Creating Your Need Statement

**Problem**

Teachers are not effectively differentiating instruction

**Action Needed**

Design instruction and assessment that differentiates

**Need Statement**

Teachers need to plan for instruction to differentiate effectively.
Creating Your Desired Outcome

Need Statement
Teachers need to plan for instruction to differentiate effectively.

Connects to Primary need
In order to provide rigorous instruction. (2.4, 4.5)

Impact on Student Outcomes
Increase student proficiency

Desired Outcome
Teachers will create lesson plans for differentiated instruction in order to provide rigorous instruction to increase student proficiency.
Additional Sample Need Statements and Desired Outcomes

Need Statements
• Need to provide opportunities for parents and community to get involved in the school
• Need a written evidence and standards based math curriculum implemented with fidelity and professional learning for evidence based math instruction.

Desired Outcomes
• Provide multiple opportunities for parents and community to get involved to promote collaboration and increase student achievement.
• Evidence and standards based math curriculum aligned to grade level and content standards implemented with fidelity to increase math proficiency on state assessment.
Desired Outcome: ______________________________________________________________________________

Root Cause: The 1 major contributing factor that led to need statement
Thank you so much for your time today!

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

www.azed.gov/improvement

All documents are posted below the module.

If you need additional support, or have any questions, please contact your Specialist or send a message to:

supportandinnovationinbox@azed.gov