Weber School District
School Success Plan

Overview

School Approval Date: Jun 1, 2026

LEA Approval Date: Aug 5, 2026

School Improvement Status:

- [ ] No School Improvement Status
- [x] Targeted Support & Improvement (TSI)
- [ ] Additional Targeted Support & Improvement (ATSI)
- [ ] Comprehensive Support & Improvement (CSI)
- [ ] More Rigorous Intervention (MRI)

School Name: Rocky Mountain Junior High

Low Performing Student Group(s) (LPSGs):

- [x] Students with Disabilities
- [ ] Economically Disadvantaged
- [x] English Learners
- [ ] African American/Black
- [ ] Asian
- [ ] Hispanic/Latino
- [ ] American Indian/Alaska Native
- [ ] Multi-race
- [ ] Native Hawaiian/Pacific Islander
- [ ] White

Principal Name:

School Leadership Team Members Responsible for this Plan:

Name	Title	Name	Title
Tyler King	Principal	Lisa Sedgwick	Teacher
Ryan Stokes	Assistant Principal	Natasha Davis	Parent/staff
Heidi Thornock	Teacher	Kelli Brown	Parent
Deborah Provost	Teacher		Parent
Stacy Vickery	Teacher		

Resource Allocation Review (RAR)

The RAR is **required for all schools that have an ATSI, CSI, or MRI** designations for one or more Low-Performing Student Groups (LPSG). Please review the following questions and provide applicable data to support your current resource allocations and/or any narrative you feel would be applicable.

Review Question	Data Informed Response
What evidence-based practice(s) are being implemented to support LPSGs and is there a need for different evidence-based practice(s)?	We will be developing and implementing our Model of Instruction further this school year as we work on HRS level 2. This in conjunction with the New Art and Science of Teaching will help as we build work toward effective Tier one instruction in all classrooms. Our EL instruction will focus on explicit vocabulary instruction, scaffolding, and the use of visuals in the Tier 1 classroom. The continued implementation of high-functioning PLC with data-driven practices will support these goals and strategies at all levels. The implementation of the Literacy Promise initiative will also support our LPSGs as we focus on explicit and consistent reading strategies across all curriculums.
What professional learning opportunities are being provided to faculty/staff to support LPSGs and is there a need for different professional learning?	HRS Conferences 2026-27 (send remainder of guiding coalition), PLC team planning following the seven critical steps, instructional coach, EL teacher, co-teaching conference; tier II training and implementation of SST. We will also utilize our EL teacher to help individual teachers and PLCs better support EL students by providing data, progress monitoring and strategies relevant to those students. Monthly training related to our Model of Instruction and NASOT will support effective Tier 1 instruction to support our LPSGs at all levels in the school.
What resources (human, fiscal, time, etc.) are allocated directly to LPSGs and is there a need for different allocation of resources?	Co-teaching math and ELA, math aides, reading aide, student advocates, Trustland, TSSA; PBIS; targeted support built into the schedule through Den Time rotations in all grades. One teacher in each core will be utilized for remediation and targeted support for all students needing extra help. Tier II and implementation of SST. New literacy program (Literacy Promise) will be led by the ELA department, but implemented across all disciplines.
How have you adjusted your master schedule to ensure LPSGs receive Tier I instruction with peers and have access to Tier II & III supports? Explain how this will address any inequities for LPSGs?	Prioritized the schedule around SPED, co-teaching and ELL groups and programs. Den time student schedules will be tied to core subject teachers for LPSGs; PBIS in Den Time; Literacy in Den Time; rotations in Den Time to ensure built-in time for targeted support for Tier II & III. These efforts by counselors to tailor schedules to the needs of individuals LPSGs will provide targeted and scaffolded support for those students in their specific areas of need. This will be adjusted as needed throughout the school year.
What data is being collected to monitor student learning and how often is this data analyzed?	Data will be collected through the following: CFAs (all classrooms); benchmarks (3 core subjects); interims (math); WIDA (EL only); RISE. WIDA data will be provided to regular content area teachers for insight and data-driven tiered instruction.
What additional resources do you plan to allocate to LPSGs to ensure the student group exits ATSI, CSI or MRI?	Continue using TSSA to fund part-time aide to run math and science small groups, pilot LIA with EL goals at Country View Elementary. Schedule training with regular content area teachers to learn to recognize what the data reports inform about what is working.

Priority #1 - Literacy

Goal: **By the end of each school year, students in grades 7, 8, and 9 will increase their literacy proficiency rates on end-of-level assessments in RISE ELA by at least 5% compared to the previous year, as measured by state testing data.**

Strategy 1	If we maintain Effective PLC Practices, including identifying essential learning targets focused on priority standards, then our LPSGs will have a clear understanding of where to focus their efforts.. If we implement the Literacy Promise initiative in conjunction with the WSD ELA curriculum department, then our LPSGs will demonstrate increased reading comprehension on benchmarks and end of level assessments.
Explain why/how the strategy is evidence-based for LPSGs.	When collaborative teams effectively identify essential learning targets, instruction becomes more focused, assessments align with priority standards, and student learning improves. Literacy Promise is an evidence-based practice researched and developed at Brigham Young University.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
ELA content areas	Administrator notes; PLC folder; ELA department input	**0% (Beginning implementation)**	**100% ELA teachers trained and beginning implementation**	**ELA =**	**100% of ELA teachers achieve full implementation with collection of data.**	**ELA =**
Other core content areas	Administrator notes; PLC folder	**0% (Training on implementation)**	**100% of other core content teachers trained**	**Social Studies =** **Math =** **Science =**	**100% Core content teachers beginning implementation of at least 1 strategy**	**Math =** **Science =** **SS =**

Milestone 1: PLC Maintenance and Effective Collaborative Strategies

Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source

☐	Maintenance of Effective PLC Process	Tyler King	August 21, 2026	District Curriculum Documents https://sites.google.com/wsd.net/wsd-ela-digital-curriculum/home	TSSA
☐	Review Essential Standards and Learning Targets	Tyler King	August 21, 2026	District Curriculum Documents https://sites.google.com/wsd.net/wsd-ela-digital-curriculum/home	TSSA
☐	Provide Time for Team Collaboration	Tyler King	August 21, 2026		TSSA

Milestone 2: Literacy Promise Training and Implementation

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Arrange ELA department training with district facilitator	Heidi Thornock	August 21, 2026	Future links to Literacy Promise	TSSA
☐	All ELA department members trained on the use of the Literacy Promise program.	Heidi Thornock	October 23, 2026	Future links to Literacy Promise	TSSA
☐	All ELA department members implement at least 1 strategy.	Heidi Thornock	November 24, 2026	Future links to Literacy Promise	TSSA
☐	Timeline for full implementation of Literacy Promise.	Heidi Thornock	January 8, 2027	Future link to calendar timeline	TSSA

Strategy 2	If educators set clear learning goals and success criteria, they will be able to measure student learning accurately and use the data to adjust instruction. As a result, students will better understand expectations and take responsibility for their learning.
Explain why/how the strategy is evidence-based for LPSGs.	Setting clear learning goals and success criteria: • Makes learning transparent and accessible • Guides teacher decision-making using real data

	• Empowers students to be active participants in their learning

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Core content areas	Administrator notes of posted success criteria; PLC folder; data and evidence compiled in classroom walk-throughs	**50%**	**75%**	**Social Studies** **Math** **ELA** **Science**	**100%**	**Math =** **ELA =** **Science =** **SS =**
Non-core content areas	Administrator notes of posted success criteria; PLC folder; data and evidence compiled in classroom walk-throughs	**50%**	**75%**	**Foreign Language** **CTE** **Fine Arts** **SpEd** **Physical Education**	**100%**	**Spanish =** **CTE =** **Fine Arts =** **SpEd =** **PE =**

Milestone 1: Build Educator Understanding of Learning Intentions and Success Criteria

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Provide professional development on the purpose and impact of clear learning intentions and success criteria.	Amanda Curtis	August 21, 2026	HRS level 2 materials related to NASOT and learning targets from the Curriculum department	TSSA
☐	Guide teachers in developing precise learning intentions aligned with standards and instructional goals	Amanda Curtis	November 24, 2026	HRS level 2 materials related to NASOT and learning targets from the Curriculum department	TSSA

☐	Support teachers in creating measurable success criteria that define what success looks like for their students	Amanda Curtis	January 8, 2027	HRS level 2 materials related to NASOT and learning targets from the Curriculum department	TSSA

Milestone 2: Support Implementation in Classroom Instruction

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Facilitate Professional Learning Community (PLC) discussions focused on refining learning intentions and success criteria.	Amanda Curtis	October 23, 2026	HRS level 2 materials related to NASOT and Rocky Mountain Model of Instruction	TSSA/TL
☐	Model strategies for making learning intentions and success criteria visible and accessible to students.	Amanda Curtis	November 24, 2026	HRS level 2 materials related to NASOT and Rocky Mountain Model of Instruction	TSSA/TL
☐	Provide teachers with feedback by utilizing the walk-through tool with clear success criteria	Tyler King	January 8, 2027	Walk-through tool artifact.	TSSA/TL

Priority #1 Funding Sources: Coordination and Integration of Services and Resources

Show how school allocated funds, along with other state and/or federal funds, will be used to achieve this goal.

SSP Budget Sheet

Funding Program	Approximate Amount	Additional Resources
Teacher Student Success Act	$30,000	Reading Aide, books, reading certification trainings
School LAND Trust	$15,000	Graphic organizers, technology

Priority #2 - Mathematics

Goal: **By the end of the school year, students in grades 7, 8, and 9 will increase their numeracy proficiency rates on end-of-level assessments in RISE math and science by at least 5% compared to the previous year, as measured by state testing data.**

Strategy 1	If we maintain Effective PLC Practices, including identifying essential learning targets focused on priority standards scores our benchmarks will improve with focused attention. In addition, if we use proficiency scales, then students and teachers have or share a clear understanding of student proficiency.
Explain why/how the strategy is evidence-based for LPSGs.	When collaborative teams effectively identify essential learning targets, instruction becomes more focused, assessments align with priority standards, and student learning improves. The use and full implementation of proficiency scales further support and cement this practice.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Core content areas	Administrator notes; PLC folder; core department input	**20% (proficiency scale implementation)**	**50% (proficiency scale implementation)**	**Social Studies** **Math** **ELA** **Science**	**100% (proficiency scale implementation)**	**Math =** **ELA =** **Science =** **SS =**
Non-core content areas	Administrator notes; PLC folder; non-core department input	**20% (proficiency scale implementation)**	**50% (proficiency scale implementation)**	**Foreign Language** **CTE** **Fine Arts** **SpEd** **Physical Education**	**100% (proficiency scale implementation)**	**Spanish =** **CTE =** **Fine Arts =** **SpEd =** **PE =**

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Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Maintenance of Effective PLC Process	Tyler King	August 21, 2026	District Curriculum Documents https://sites.google.com/wsd.net/wsd-ela-digital-curriculum/home	TSSA
☐	Review Essential Standards and Learning Targets	Tyler King	August 21, 2026	District Curriculum Documents https://sites.google.com/wsd.net/wsd-ela-digital-curriculum/home	TSSA
☐	Provide Time for Team Collaboration	Tyler King	August 21, 2026		TSSA

Milestone 2: Implementation of Proficiency Scales

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Arrange training by the guiding coalition for all staff with support from the instructional coach	Amanda Curtis	August 21, 2026	Future links to Literacy Promise	TSSA
☐	All staff will be trained on the use of proficiency scales.	Amanda Curtis	October 23, 2026	Future links to Literacy Promise	TSSA
☐	All staff will create at least 1 proficiency scale for one essential skill within their content area.	Amanda Curtis	November 24, 2026	Future links to Literacy Promise	TSSA
☐	All staff will create proficiency scales for one unit of instruction.	Amanda Curtis	March 19, 2027	Future link to calendar timeline	TSSA

Strategy 2	If educators set clear learning goals and success criteria, they will be able to measure student learning accurately and use the data to adjust instruction. As a result, students will better understand expectations and take responsibility for their learning.

Explain why/how the strategy is evidence-based for LPSGs.	Setting clear learning goals and success criteria: • Makes learning transparent and accessible • Guides teacher decision-making using real data • Empowers students to be active participants in their learning

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Core content areas	Administrator notes of posted success criteria; PLC folder; data and evidence compiled in classroom walk throughs	**50%**	**75%**	**Social Studies** **Math** **ELA** **Science**	**100%**	**Math =** **ELA =** **Science =** **SS =**
Non-core content areas	Administrator notes of posted success criteria; PLC folder; data and evidence compiled in classroom walk throughs	**50%**	**75%**	**Foreign Language** **CTE** **Fine Arts** **SpEd** **Physical Education**	**100%**	**Spanish =** **CTE =** **Fine Arts =** **SpEd =** **PE =**

Milestone 1: Build Educator Understanding of Learning Intentions and Success Criteria

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Provide professional development on the purpose and impact of clear learning intentions and success	Amanda Curtis	August 21, 2026	HRS level 2 materials related to NASOT and learning targets from Curriculum department	TSSA

	criteria.				
☐	Guide teachers in developing precise learning intentions aligned with standards and instructional goals.	Amanda Curtis	November 24, 2026	HRS level 2 materials related to NASOT and learning targets from Curriculum department	TSSA
☐	Support teachers in creating measurable success criteria that define what success looks like for students.	Amanda Curtis	January 8, 2027	HRS level 2 materials related to NASOT and learning targets from Curriculum department	TSSA

Milestone 2: Support Implementation in Classroom Instruction

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Facilitate Professional Learning Community (PLC) discussions focused on refining learning intentions and success criteria.	Amanda Curtis	October 23, 2026	HRS level 2 materials related to NASOT and Rocky Mountain Model of Instruction	TSSA/TL
☐	Model strategies for making learning intentions and success criteria visible and accessible to students.	Amanda Curtis	November 24, 2026	HRS level 2 materials related to NASOT and Rocky Mountain Model of Instruction	TSSA/TL
☐	Provide teachers with feedback by utilizing the walk-through tool with clear success criteria. students.	Tyler King	January 8, 2027	Walk-through tool artifact.	TSSA/TL

Priority #2 Funding Sources: Coordination and Integration of Services and Resources

Show how school allocated funds, along with other state and/or federal funds, will be used to achieve this goal.

SSP Budget Sheet

Funding Program	Approximate Amount	Additional Resources
Teacher Student Success Act	$30,000	Math aides
School LAND Trust	$33,000	Math programs, student advocate, consumables

Priority #3 - Multi Tiered Systems of Support

Goal: **Rocky Mountain will increase the consistency of Tier 1 behavioral support among all staff members by maintaining a 100% Tier 1 TFI (Tiered Fidelity Inventory) score. We will increase our score of 13% on the Tier 2 TFI to 50% by May 2027.**

Strategy 1	If all teachers utilize the school-wide Tier 1 MTSS with clear expectations & consequences, then instructional time is more effective for student learning growth.
Explain why/how the strategy is evidence-based for LPSGs.	Enhances behavior management and protects learning time Provides consistent, equitable support across all classrooms Helps educators identify and address individual student needs proactively LPSGs identified benefit from structure, clarity, early intervention, and a supportive learning culture.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
TFI Report	**D.O. data visit**	**100%**	**100%**		**100%**	
District Walk-through Tool	**Admin/I.C. walk-throughs**	**75%**	**90%**		**100%**	

Milestone 1: Teachers will have school-wide rules and expectations posted (with consequences) and will review monthly

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1. Ensure that all Classrooms Post school-wide MTSS	Ryan Stokes	August 21, 2026	Nuts & Bolts PD	TSSA; TL; PBIS
☐	2. Review MTSS monthly	Ryan Stokes	Den Time, second week of school	Instructional plan template	TSSA; TL; PBIS
☐	3. Follow MTSS with fidelity.	Ryan Stokes	October 7,	Classroom Admin walkthrough	TSSA; TL; PBIS

	Identify, acknowledge, and incentivise 2-4 teachers per month.		2026		

Strategy 2	If schools implement a Student Success Team and follow aligned steps with fidelity, then there is a consistent structure in place to assist students in need of tier II support.
Explain why/how the strategy is evidence-based for LPSGs.	Positive academic success can be achieved for all students when a productive Student Success Team is in place. This team consists of administrators, counselors, instructional coaches, and student advocates. The team provides a structure that will support teachers and all staff as they identify and implement tier II supports for all students in need.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Tier II Fidelity Implementation	**Tier II Fidelity Report**	**13%**	**35%**		**50%**	
Student Success Team Process Implementation	**Student Success Team Form**	**0%**	**50%**		**100%**	

Milestone 1: Student Success Team will be created and will put effective team procedures in place to ensure fidelity in the purpose and processes.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Identify Student Success Team members and recurring meeting time.	Ryan Stokes	August 21, 2026	Team meeting agendas and Sheet	TSSA; TL
☐	Identify team norms and top-tier supports to assist students in need.	Ryan Stokes	September 15, 2026	Tiered support and training.	TSSA; TL

Milestone 2: The Student Success team will train staff in understanding the team's role in helping them identify and intervene with students in need of Tier II support.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Train teachers on Tier II supports and how/when to refer students to the Student Success Team.	Ryan Stokes	October 23, 2026	Staff PD trainings	TSSA; TL
☐	Staff will share specific Tier II student intervention successes in faculty meetings.	Ryan Stokes	January 8, 2027	Staff PD trainings	No Funding

Priority #3 Funding Sources: Coordination and Integration of Services and Resources

Show how school allocated funds, along with other state and/or federal funds, will be used to achieve this goal.

SSP Budget Sheet

Funding Program	Approximate Amount	Additional Resources
Teacher Student Success Act	$70,000	LCSW, student advocates, incentives
School LAND Trust		
Positive Behavior Plan	$3,000	LCSW, student advocates, incentives

Priority #4 - Safe & Supportive Healthy School

Goal: **By the end of the school year, at least 95% of students will maintain an attendance rate of 80% or higher, as measured by school attendance records.**

Strategy 1	If we continue to send monthly attendance postcards to each student's guardian indicating the overall month's attendance for that student with strategies for addressing attendance goals to emphasize the importance of regular attendance, then individual student and our overall attendance rates will improve.
Explain why/how the strategy is evidence-based for LPSGs.	High student attendance correlates with positive academic progress and indicates a school culture where students and staff feel supported, valued and safe.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
End of Month PS Postcard	**PowerSchool**	**90%**	**100%**		**100%**	
Daily Teacher Attendance Entry Report	**PowerSchool**	**90%**	**95%**		**100%**	

Milestone 1: Maintain four script messages for each attendance category and include resources/contact information as appropriate for each category. Send postcards for each student home to their parents each month. We will utilize Panorama's chronic absenteeism report to identify students of concern.

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
Accurate Classroom attendance	Daily report for teacher attendance marks	Daily	PowerSchool	Julie Gochis	D.O.
Notify teachers with missing attendance record	Daily	Daily	PowerSchool	Julie Gochis	D.O.
Send postcards	Kinvo message	2025-2026	PowerSchool	Julie Gochis	D.O.

Milestone 2: Decrease the total number of student tardies recorded by 10% from spring 2026 to spring 2027.

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
Staff stand at the door between class changes.	Reinforce positive relationships and behavior.	August 24, 2026	N/A	Julie Gochis	FTE
Admin monitor hallways between class changes	Reinforce positive relationships and behavior.	August 24, 2026	N/A	Ryan Stokes	FTE
Create quarterly tardy party incentives	Reinforce positive relationships and behavior.	October 23, 2026	TSSA	Ryan Stokes	TSSA

Strategy 2	If student advocates will meet monthly with counselors and administrators to identify students in Tier 2 and 3 attendance rates, then more targeted support can be given to those students to increase attendance rates.
Explain why/how the strategy is evidence-based for LPSGs.	A disproportionate number of Tier 3 attendance students are members of our LPSGs. The concentrated efforts of the student advocates to build relationships and meet with the students to help with academic support showed to improve most Tier 3 students' attendance rates.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Week Student Success Meeting	**Calendar Schedule**	**100%**	**100%**		**100%**	

Milestone 1: Tier 2 and 3 attendance students will be identified and supported to increase attendance.

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
Tier II and III attendance students identified	Attendance report	October 23, 2026	PowerSchool, attendance secretary, counselors, advocates	Natasha Davis	TSSA; D.O.; FTE

Support plan for Tier 2 & 3 students	Individual student support plan	November 24, 2026	Counselors, advocates, administration	Natasha Davis	TSSA; FTE

Milestone 2: Parent contact, meetings, and/or home visits with parents/guardians of Tier 2 and Tier 3 attendance students. Positive messaging and resources will be sent to parents and shared schoolwide related to the importance of attendance.

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
Parent phone contact/meeting request	Admin/counselor notes	2026-2027	Attendance letter template from D.O.	Ryan Stokes	Counseling
Send attendance notification letters	Post mail to guardians/parents	2026-2027	Attendance letter template from D.O.	Ryan Stokes	TSSA; counseling
Home visits	Home visit	2026-2027	Attendance letter template from D.O.; vehicle for travel to location	Ryan Stokes	Counseling

Priority #4 Funding Sources: Coordination and Integration of Services and Resources

Show how school allocated funds, along with other state and/or federal funds, will be used to achieve this goal.

SSP Budget Sheet

Funding Program	Approximate Amount	Additional Resources
Teacher Student Success Act	$10,000.00	Student advocate (included in previous)
School LAND Trust	$60000.00	Student advocates (included, not in addition to previous)
Positive Behavior Plan	$3000.00	Included in previous

Parent Communication Plan

Outline a communication plan specifying how staff, families, and other stakeholders will be made aware of the School Success Plan.

The SSP for Rocky will be communicated to stakeholders through our website, our social media outlets, our Community Council, and PTSO.

Summarize parent and family engagement strategies that will be implemented to improve student learning.

At a minimum, whole school monthly updates with a goal-oriented message and progress or tips to student success. Teachers will communicate positive progress through emails to parents. Teachers will include a focus on learning goals when addressing negative classroom behavior.

Staff Qualifications

All teachers and instructional paraprofessionals **must** meet State certification and licensure requirements. Documentation for school staff demonstrations the following:

☑	All teachers are state certified, (i.e., have a Professional license, Associate License, or LEA Specific License (Board Rule R277-301) and appear as USBE Qualified in CACTUS.
☑	All instructional paraprofessionals are highly qualified (i.e., a high school diploma/GED and one of the following: an associate degree (or higher); at least 48 semester hours at an accredited college or university, or a passing score on the ParaEducator Assessment.

Resources

5 Why Template (Utah Education Policy Center)

Asking Powerful Questions

5 Whys Worksheet

Define the Problem:

Why is it happening?

1. Why is that?
2. Why is that?
3. Why is that?
4. Why is that?
5.

Caution:
- ✓ If your last answer is something you can't control, go back up to the previous answer on one reason
- ✓ Final answer cannot be because of a person

Reminder:
- ✓ You don't want to list 5 different reasons; you want to go deep on one reason.

Identified Root Cause: