

Tool 3: Building Leadership Team Tier 1 Problem-Solving Template

School: _____ Grade level: _____

Screening period (circle one): Fall Winter Spring

Team Members:

Meeting Purpose: Determine effectiveness of classroom literacy instruction in Tier 1.

Step 1: Problem Identification (What is the problem?)

Based on screening data, is the core program sufficient for most students at grade level (80% or more above benchmark goals)?

- a) Review and analyze **current** benchmark screening data. Record percentages below:
- b) Review and analyze **previous** benchmark screening data. Record percentages below:
- c) Using current and previous benchmarking data, set a **goal** for next benchmarking period. Record below:

	Previous Screening	Current Screening	Goal for Next Screening
% At or Above Benchmark			
% Below Benchmark			
% Well Below Benchmark			

- d) Review other available grade-wide data (for example, state test, in-curriculum assessments). Determine percentage of students meeting minimum proficiency standards as set by the district

Step 2: Problem Analysis (Why is it happening?)

- a) **Determine the common priority skill:** Use data to prioritize which big idea of reading is currently the most important **common instructional need** for most students (circle one):

Skill	Word Recognition	Oral Reading Fluency	Vocabulary	Reading Comprehension
Measure				
% Above Benchmark				

- b) Determine how much is needed to enhance the curriculum/instruction of the **priority skill**.

	Previous % At/Above Benchmark	Current % At/Above Benchmark
Priority Skill:		

Step 3: Plan Development and Implementation (What is the plan?)

What instructional adjustments are needed to strengthen the priority skill to improve the health of classroom reading instruction?

- Which **priority skill(s)** have been identified to target instruction? (Advanced Word Study, Fluency, Vocabulary, Comprehension)
- **Priority Skill Focus:** _____

Curriculum: What core materials are available to increase the time spent teaching the priority skill (will this be addressed via whole group, small group and/or independently)?

Instruction: What common instructional routines need to be enhanced to address the priority skill? What active engagement strategies can be used with the instructional strategy to address the priority skill?

Environment: What behavior management strategies can be enhanced to increase instructional time? How well is the district-adopted PBIS system being implemented?

What is needed to implement the plan?

Professional Development: What support (professional development or coaching) is needed to implement these common agreements?

Other Implementation Supports: What other strategies will be used to help implement the agreements/plan?

- Walk-throughs with feedback (who is responsible: _____)
- Post agreements/plan in a public place
- Classroom management support needed _____
- Review agreements/plan at team meetings. What data will be used to track progress towards the goal?

- Other (describe: _____)

Step 4: Plan Evaluation (Did it Work?)

At next universal screening period, review the plan and determine if goal was met.

Skill	Word Recognition	Oral Reading Fluency	Vocabulary	Reading Comprehension
Measure				
% Above Benchmark				