Tool 3: Building Leadership Team Problem-Solving Template

TIER 1 PROBLEM SOLVING

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 our core program sufficient for most students at our 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 Benchmarks			
% Well Below Benchmark			

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

STEP 2: PROBLEM ANALYSIS (WHY IS IT HAPPENING?)

   a)   <u>Determine the common priority skill</u>: 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 we need to enhance the curriculum/instruction of the **priority skill**.

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

STEP 3: PLAN DEVELOPMENT & IMPLEMENTATION (WHAT IS THE PLAN?)

What instructional adjustments are needed to _strengthen the priority skill_ to improve the health of the classroom reading instruction?

- Which **priority skill(s)** have you 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 in whole group, small group, and/or independent_)?

Instruction: What _common instructional routines_ need to be enhanced to address the priority skill/s? 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 do we need to help implement our plan well?

Department of Education & Workforce

Professional Development: What *support* (professional development or coaching) do you need to implement these common agreements?

Other Implementation Supports: What other strategies will we use to help implement our agreements/plan?

☐ Walkthroughs with feedback (Who is responsible: _____)

☐ Post agreements/plan in a public place

☐ Classroom management support needed _____

☐ Review agreements/plan at weekly/monthly team meetings. What data will be used to track progress towards 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				

Ohio | **Department of Education & Workforce**