Tool 4: Building Leadership Team Schoolwide Problem-Solving Template

School: _____   Grade: _____   Time of Year: _____

Team Members:

STEP 1: PROBLEM IDENTIFICATION

Student Data

Percent of Students by Number of Risk Factors	
# of Factors	**% of Students**
0	
1	
2	
3	
4	
5	

Problem Statement: _____

STEP 2: PROBLEM ANALYSIS

Student Data

Percent At Risk By Category	
Risk Category	**% of Students**
Attendance	
Behavior	
Failing 2+ Core Classes	
Not Passing State Test	
Fall Screening	

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Adult Implementation Data

Percent Failing Core Classes	
Class	% of Students
ELA (Reading)	
Math	
History	
Science	

Implementation Data (Possible Sources: Walk-Throughs, PD evaluations, Staff Perception Surveys, etc.

Instructional Focus: What instructional adjustments are needed to strengthen the priority skill to improve the effectiveness of literacy instruction across all content areas? *(See descriptions on p. 3)*

	Vocabulary
	Comprehension
	Oral Language/Extended Discussion
	Content Knowledge
	Active Engagement

Area of Instructional Focus

Priority Skill Focus: _____

Which area of instruction needs enhancement to increase the percent of students with 0 or 1 risk factors?

Curriculum: What core materials are available to increase the time spent teaching the priority skill? Whole group, small group, independent?	
Instruction: What routines will be used to address the priority skill? What active engagement strategies will be used?	
Environment: What behavior management strategies are needed?	
Professional Development: What support to staff need to implement these common agreements?	

STEP 3: PLAN DEVELOPMENT & IMPLEMENTATION

Priority	Action	Who	When	Communication

Parking Lot:

STEP 4: PLAN EVALUATION

Define adult and student data for review at next meeting	
Communication with DLT	

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DESCRIPTIONS OF INSTRUCTIONAL ADJUSTMENTS BY LITERACY FOCUS SKILL AREA

Explicit Vocabulary Instruction
• Dedicate regular class time to explicit vocabulary instruction • Provide repeated exposure to new words in multiple contexts • Increase practice sessions in vocabulary instruction • Provide opportunities to use new vocabulary in a variety of contexts through discussion, writing, and extended reading • Teach word learning strategies

Explicit Comprehension Instruction
• Carefully select text to use when teaching comprehension • Provide opportunities to apply comprehension strategies • Implement comprehension instruction in instructional level text, differentiated by student level of accuracy and fluency • Teach high-value targets such as inferencing and morphological awareness

Extended Discussion of Text Meaning
• Select engaging materials and develop thoughtful questions • Use follow-up questions to extend the discussion • Teach a discussion format or protocol to scaffold students' ability to engage in discussion

Active Engagement
• Establish meaningful goals around the essential ideas around a discipline • Provide opportunities for student choice, self-directed learning, and cooperative learning • Make literacy learning relevant to student interests, everyday life, and current events • Promote high levels of engagement and active responding

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