

Tool 4: Building Leadership Team Schoolwide Problem-Solving Template

School: _____ Grade: _____ Time of Year: _____

Team Members:

Step 1: Problem Identification

Student Data

Percentage of Students by Number of Risk Factors	
Number of Factors	Percentage of Students
0	
1	
2	
3	
4	
5	

Problem Statement: _____

Step 2: Problem Analysis

Student Data

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

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

Adult Implementation Data

Implementation Data (Possible sources include walk-throughs, professional development evaluations, staff perception surveys)

Area of Instructional Focus

Instructional Focus: What instructional adjustments are needed to strengthen the priority skill in order to improve the effectiveness of literacy instruction across all content areas? (See descriptions on Page 3)	
	Vocabulary
	Comprehension
	Oral Language/Extended Discussion
	Content Knowledge
	Active Engagement

Priority Skill Focus: _____

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

Curriculum: What core materials are available to increase 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 does the staff need to implement these common agreements?	

Step 3: Plan Development and 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	

Descriptions of Instructional Adjustments by Literacy Focus Skill Area

Explicit Vocabulary Instruction
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Establish meaningful goals around the essential ideas of 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