Tool 4: Sample Building Leadership Team Problem-Solving Template

Tier 1 Problem-Solving

School: _____   **Grade level:** _____

Screening period (check 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 the 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 (for example: state test, in-curriculum assessments). Determine the 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 the need to enhance the curriculum/instruction of the **priority skill**.

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

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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?

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 independently)?
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 implement our plan well?

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? ☐ Walk-throughs with feedback (who is responsible: _____) ☐ Post agreements/plan in a public place ☐ Classroom management support needed _____ ☐ Review agreements/plan at regular 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 the goal was met.

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