

Tier I Problem Solving

School: _____

Grade level: _____

Screening period (circle one): Fall Winter Spring

Team Members:

Meeting Purpose: Analyze and improve the effectiveness of classroom reading instruction in Tier 1.

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

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

- Review and analyze current screening data. Record percentages below:

	Current Screening
% At or Above Expectation/Benchmark	
% Below Expectation/Benchmarks	
% Well Below Expectation/Benchmark	

Problem Statement:

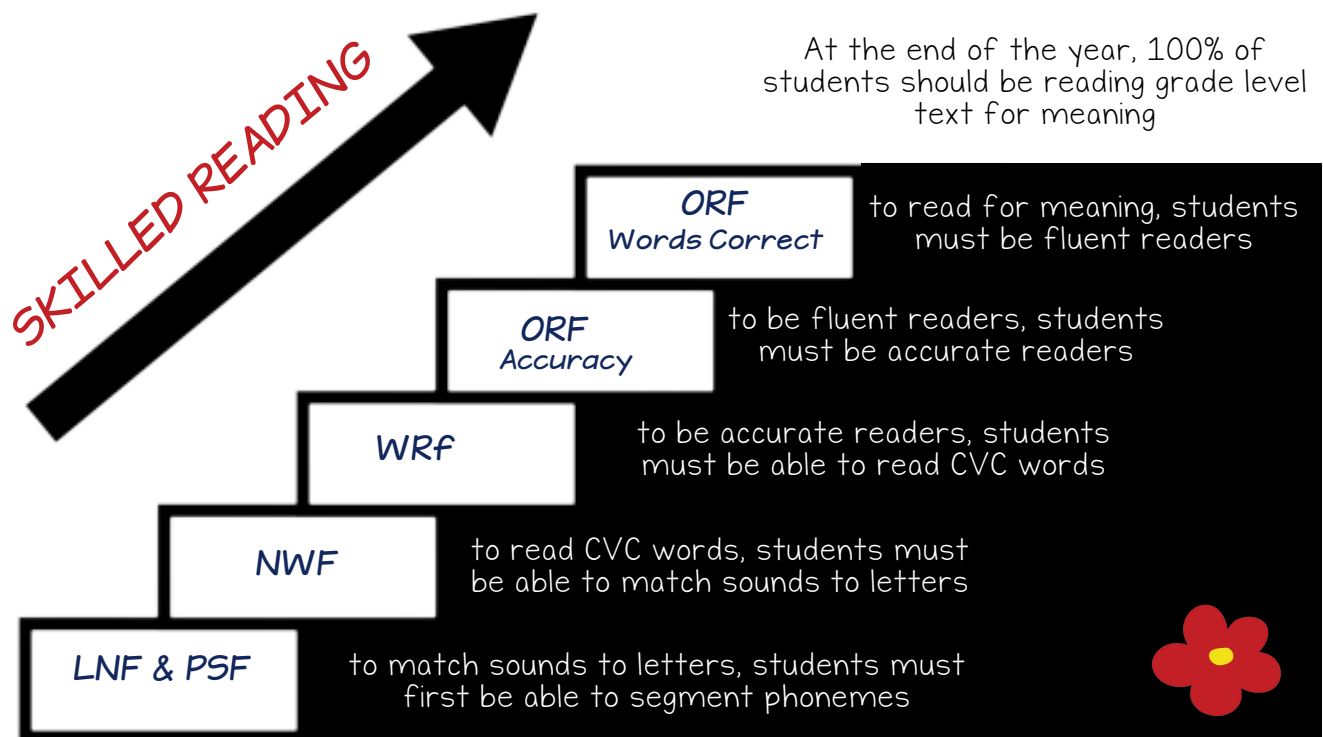
(Defined as the difference between what is expected and what is actually happening)

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

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

Skill	Phonological Awareness		Phonics – NWF			ORF	ORF	Reading Comprehension
Measure	LNF	PSF	CLS	WRC	WRF	Words Read Correct	Accuracy	Maze
% Below Benchmark								

Road to Skilled Reading



Typical path that all students take to become skilled readers.
Each skill builds on the next to ensure automaticity.

NOTE: Instruction must always meet readers at their lowest skill deficit..

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

What adjustments are needed to strengthen _____
in order to improve the effectiveness of core instruction? (priority skill)

Instruction:

What instructional factors may be contributing to the problem?

Resources/Programs:

What factors may be contributing to the problem?

Environment:

What environmental factors may be contributing to the problem?

Learner:

What learner factors may be contributing to the problem?

Problem Hypothesis: Based on the above information (INSTRUCTION, RESOURCES/PROGRAMS, ENVIRONMENT, & LEARNER) what does the team think is the primary reason that the current problem is occurring? (Check applicable)

- The skill is too hard - The student needs instruction in pre-requisite skills
- They haven't had enough instruction - The student lacks the necessary skills to perform the academic task & needs additional instruction, modeling, and feedback.
- They haven't had enough practice - The student possesses the necessary skills but is not yet fluent and automatic in those skills
- They don't want to do it - The student has the necessary skills but lacks the motivation to complete the task

What specific evidence/data supports your hypothesis?

Do you have enough information to complete the problem analysis and develop a plan? If no, what else is needed and who will be responsible for collecting it?

Step 4: Plan Evaluation

Support Plan

What will be done? (Actions taken, target skills taught, curriculum/materials used, instructional strategies used)	Who is responsible?	Where & When will it occur?	How often? (Days per week & min per day)	Group size?

Progress Monitoring Plan

What materials will be used?	Who is responsible?	How often?

Implementation Monitoring & Support Plan

How will the plan be supported and what evidence will be collected to ensure a high level of implementation?	Who is responsible?	How often/when will support and monitoring occur?

Communication plan with STAFF

How will the plan be communicated to all relevant staff?	Who is responsible?