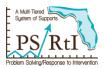# Example Tier 1 Problem Solving Worksheet: SWD

School: Sunnyville Middle School

Meeting Date: September 29th

Team Members:
ELA Teachers: Taylor, Tyson, Duncan, Crowder
ESE Teacher: Epson
Interventionist: Rippa
Reading Coach: Gallo

Student Group/Area of Concern: 6th grade ELA *(focus on SWD)*

Step 1 – Problem Identification: What is the Problem?

Expected Level of Performance:

Students will demonstrate grade-level comprehension, scoring at or above the 54th %ile, as measured by the universal screener.

Current Level of Performance:

43% of students met or exceeded expected level of performance

57% of students did not meet or exceed expected level of performance

Appropriate Tier of Problem Solving:

☒ Less than approximately 80% of students are meeting or exceeding expected levels of performance, continue problem solving to develop Tier 1 instructional/intervention plan.

☐ Approximately 80% or more of students are meeting or exceeding expected levels of performance, consider Tier 2 problem solving for students not meeting expectations.

Notes: 79% of all students met the expectation, however when we disaggregated by subgroup, we noticed only 43% of SWD met the expectation. Because of this, problem analysis will focus on improving outcomes for SWD, and our goal and progress monitoring will focus on SWD. However, the Tier 1 intervention plan will be designed for *all* students and will be provided as part of core instruction.

Goal (SMART): By the end of the school year, at least 70% of students will demonstrate grade-level comprehension, scoring at or above the 54th %ile, as measured by the universal screener.

Step 2 – Problem Analysis: Why is the problem occurring?

Hypothesis #1:

Domain: ☐ Instruction ☐ Curriculum ☒ Environment ☐ Learner

Hypothesis: A lower percentage of students with disabilities are meeting grade level expectations in reading because there are not clearly established and positively stated expectations, routines, and procedures within the 6th grade ELA classrooms.

Prediction Statement: If the student learning environment includes clearly established and positively stated expectations, routines, and procedures within the 6th grade ELA classrooms, then their grade level reading performance will improve.

Assessment Method(s): ☐ Review ☐ Interview ☒ Observe ☐ Test

Specific Data to be Collected: The PBIS Coach will conduct an observation in the 6th grade ELA classrooms using the Expectations and Rules section of the 5 Essentials PBIS Classroom Practices Observation Tools.

Validated: ☐ Yes or ☒ No

The classroom observations indicated that across all 6th grade ELA classrooms, classroom rules were defined, observable and positively stated. Additionally, classroom routines and procedures were succinct, positively stated, and prominently posted in respective locations.

Hypothesis #2:

Domain: ☐ Instruction ☐ Curriculum ☒ Environment ☐ Learner

Hypothesis: A lower percentage of students with disabilities are meeting grade level expectations in reading because they are absent from school.

Prediction Statement: If attendance improves for students with disabilities, then their grade level reading performance will improve.

Assessment Method(s): ☒ Review ☐ Interview ☐ Observe ☐ Test

Specific Data to be Collected: The 6th grade team will review the "MyEWS" report for 6th grade to determine if a significant number of SWDs who scored below average in reading are chronically absent.

Validated: ☐ Yes or ☒ No

The EWS report indicated that 80% of students with disabilities scoring below average in reading missed no more than one day of school (more than half missed zero days of school).

Hypothesis #3:

Domain: ☒ Instruction ☐ Curriculum ☐ Environment ☐ Learner

Hypothesis: A lower percentage of students with disabilities are meeting grade-level expectations in reading because sufficient opportunities to practice identifying key ideas and details within both literature and informational text are not provided.

Prediction Statement: If students are given increased opportunities to practice identifying key ideas and details within literature and informational text, their reading performance will improve.

Assessment Method(s): ☒ Review ☐ Interview ☐ Observe ☐ Test

Specific Data to be Collected: Reading assessment data and teacher lesson plans.

Validated: ☒ Yes or ☐ No

Reading assessment data indicate that identifying key ideas and details within both literature and informational text was the highest area of weakness for 6th grade students. Additionally, lesson plans indicated that students were not provided with multiple opportunities to practice these skills. Instead, it appeared on average to be practiced 0-1 times/week.

Hypothesis #4:

Domain: ☐ Instruction ☒ Curriculum ☐ Environment ☐ Learner

Hypothesis: A lower percentage of students with disabilities are meeting grade-level expectations in reading because the ELA curriculum does not include accessible instructional materials (AIM), which are known to improve independence, participation, and progress, as well as augment access and engagement for students.

Prediction Statement: If students are regularly afforded access to AIM, then their reading performance will improve.

Assessment Method(s): ☒ Review ☒ Interview ☒ Observe ☐ Test

Specific Data to be Collected: Teachers will review the texts planned for the school year to determine if they are available digitally, and what accessibility features are available for each. Teacher interviews will be conducted to determine how widely AIM is used in their classrooms, and observations will be conducted in classrooms where teachers report regular use of AIM. The District Technology Support Specialist will be consulted to support the review, interviews, and observations.

Validated: ☐ Yes or ☒ No

All texts planned for the school year are available digitally and do have adequate accessibility features. However, during the curriculum review and teacher interviews with the District Technology Support Specialist, it was determined that teachers have superficial knowledge and understanding of AIM, and therefore aren't able to teach students how and when to use the features available. SEE NOTE

Notes: Hypothesis #4 - Team decided addressing teachers' knowledge and understanding of AIM was a priority, so they can effectively teach students how and when to use the AIM features available.

Step 3 – Intervention Design: What are we going to do about it?

Intervention plan developed for: All 6th grade students	**Content area/focus of improvement:** ELA/Reading

Validated hypothesis: A lower percentage of students with disabilities (compared to all students) are meeting grade level expectations in reading because (1) the students are not provided sufficient opportunities to practice identifying key ideas and details within both literature and informational text and (2) teachers and students lack knowledge of and support for AIM.

Intervention Plan	Support Plan	Fidelity Documentation	Progress Monitoring Plan
Who is responsible? All 6th grade ELA teachers **What will be done?** Students will engage in 6th grade Peer Assisted Learning Strategies (PALS) focusing on the activities of Partner Reading with Retell and Paragraph Shrinking. After becoming well informed about AIM features available in digital texts, teachers will teach, model, and encourage students' use. **When will it occur?** At least three days per week, during Tier 1 instruction **Where will it occur?** Classroom	*PALS* **Who is responsible?** Reading Coach **What will be done?** The reading coach will prepare PALS materials and co-facilitate training of students. The reading coach will then observe students and teachers during PALS and help troubleshoot barriers to implementation (e.g., student pairings, text selection). **When will it occur?** PALS student training begins Oct. 2nd. **Where will it occur?** 6th grade ELA classrooms *AIM* **Who is responsible?** District Technology Support Specialist **What will be done?** Demonstrate use of AIM features available in digital texts (to teachers). Observe instruction and provide feedback regarding teachers' teaching and modeling of AIM.	*PALS* **Who is responsible?** Reading Coach & 6th grade ELA teachers **What will be done?** Teachers will collect student PALS materials for review of implementation, Reading Coach will observe during PALS instruction, provide feedback, and help troubleshoot barriers to implementation. **When will it occur?** Teachers will collect materials weekly. Reading Coach observations will occur every two weeks beginning Nov. 4th, then monthly starting Jan. 6th. **How will data be shared?** The teacher and reading coach will review student materials and observation notes every two weeks. *AIM* **Who is responsible?** District Technology Support Specialist **What will be done?** Initial training - training sign-in sheet	**Who is responsible?** All 6th grade ELA teachers **What data will be collected and when?** Universal screening data will be collected in Dec/Jan (winter assessment). **When will the team reconvene to evaluate progress?** January 9th **How will we decide if the plan is effective?** RtI determinations will be based on the percent of SWD scoring at or above the 54th %ile. **Decision rules:** Positive RtI = ≥ 55% Questionable RtI = 43-54% Poor RtI = ≤ 42%

	When will it occur? Initial training for teachers on AIM materials will occur during PLC meeting on Oct. 3rd. Observations – first observation during the week of 10/9, second observation during the week of 10/30 **Where will it occur?** Initial training – Mrs. Taylor's room Observations – 6th grade ELA classrooms	Observations will be conducted using an observation checklist and feedback will be provided to teachers. **When will it occur?** Sign in sheet at initial training Observation checklists to be completed during classroom observations, and feedback provided to each teacher following the observation. **How will data be shared?** Teacher feedback will be provided following each observation, and the PLC will review the District Technology Support Specialist's observation checklists during the midyear review.

Notes: The PLC will collect universal screening data in Apr/May (spring assessment) and meet again on May 12. RtI determinations will be based on the percent of SWD scoring at or above the 54th %ile. RtI will be based on the following decision rules:

Positive RtI ≥ 67%
Questionable RtI 51%-66%
Poor RtI ≤50%

Step 4 – Response to Instruction/Intervention: Is it working?

Review Date: January 9

Team Members:	ELA Teachers: Taylor, Tyson, Duncan, Crowder ESE Teacher: Epson Interventionist: Rippa Reading Coach: Gallo

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Progress Monitoring Data:

52% of students met or exceeded expected level of performance

48% of students did not meet or exceed expected level of performance

Data-based decision making based on pre-determined decision rules:

☐ POSITIVE

Goal is not met: ☐ Continue plan as designed *or* Increase ☐ intensity of current plan (document all changes or adjustments)

Goal is met: ☐ Fade intervention and monitor *or* Identify ☐ new goal, modify plan (document all changes or adjustments)

☒ QUESTIONABLE

Fidelity concerns: ☒ Address fidelity, continue plan as designed and monitor (document adjustments to address fidelity)

No fidelity concerns: ☐ Increase intensity of current plan and monitor if improvement doesn't occur, return to earlier steps of problem solving (document all changes or adjustments)

☐ POOR

Fidelity concerns: ☐ Address fidelity, continue plan as designed and monitor (document adjustments to address fidelity)

No fidelity concerns: ☐ Return to earlier steps of problem solving to consider replacing the intervention (still addressing validated hypothesis), revisiting other viable hypotheses, or reassessing problem identification (document all changes or adjustments)

Changes or adjustments to the plan:

To improve fidelity for implementing PALS, the administration will develop a rotating schedule for pulling staff to sub for absent teachers so Ms. Gallo can observe and provide feedback as initially planned. Ms. Gallo will be present for the next 3-4 PALS sessions to help teachers increase student engagement and develop a plan for student partners being absent. The rest of the plan will continue as designed.

Teachers will continue to support and encourage students' use of AIM.

Notes:

Step 4 – Response to Instruction/Intervention: Is it working?

Review Date: May 12

Team Members:	ELA Teachers: Taylor, Tyson, Duncan, Crowder
	ESE Teacher: Epson
	Interventionist: Rippa
	Reading Coach: Gallo

Progress Monitoring Data:

68% of students met or exceeded expected level of performance

32% of students did not meet or exceed expected level of performance

Data-based decision making based on pre-determined decision rules:

☒ POSITIVE

Goal is not met: ☒ Continue plan as designed *or* ☐ Increase intensity of current plan (document all changes or adjustments)

Goal is met: ☐ Fade intervention and monitor *or* Identify ☐ new goal, modify plan (document all changes or adjustments)

☐ QUESTIONABLE

Fidelity concerns: ☐ Address fidelity, continue plan as designed and monitor (document adjustments to address fidelity)

No fidelity concerns: ☐ Increase intensity of current plan and monitor if improvement doesn't occur, return to earlier steps of problem solving (document all changes or adjustments)

☐ POOR

Fidelity concerns: ☐ Address fidelity, continue plan as designed and monitor (document adjustments to address fidelity)

No fidelity concerns: ☐ Return to earlier steps of problem solving to consider replacing the intervention (still addressing validated hypothesis), revisiting other viable hypotheses, or reassessing problem identification (document all changes or adjustments)

Changes or adjustments to the plan:

No changes

Notes: If data indicates the need, the team wants to incorporate PALS as part of Tier 1 instruction next school year. Will discuss possibly offering a Lunch 'N Learn for other teams focused on AIM (Gallo taking lead).