

# Tier 2 Problem Solving Worksheet



School: Sunshine Elementary School

Grade/Content Area and Focus: 2<sup>nd</sup> grade ELA

Meeting Date: 9/18/24

Data Source: Star Reading

Team Members: 2<sup>nd</sup> grade teachers: Ms. Curtis, Mr. Thatcher, Ms. Harrison, Ms. Medina; ESE Teacher: Mr. King; Interventionist: Ms. Smith; Literacy Coach: Ms. Siri; Principal: Mr. Rodriguez

## Step 1 – Problem Identification: What is the Problem?

### Expected Level of Performance:

Students will earn a scale score of  $\geq 868$ , as measured by Star Reading.

Criteria for Identifying Students for Tier 2 Intervention: scale score  $\leq 792$

**Notes:** The team previously engaged in Tier 1 problem solving, and developed a Tier 1 intervention plan to address widespread gaps. They feel confident that their Tier 1 intervention plan will meet the needs of students who scored within the "On Watch" and "Intervention" range.

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

Target Skill: Phonics

### Student Group:

Sally Stephani

Billy Ross

Johnny Rosales

Steven Booker

Amy Everett

Eva Becker

**Notes:** Ms. Smith is also providing intervention to an additional phonics group as well as a group targeting more foundational phonological awareness skills (see other Tier 2 PSWs for details).

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

Skill/focus of improvement: Phonics			
Intervention Plan	Support Plan	Fidelity Documentation	Progress Monitoring Plan
<p><b>Who is responsible?</b> Ms. Smith</p> <p><b>What is the selected intervention?</b> Early Interventions in Reading</p> <p><b>When will it occur?</b> M, W, F 8:10-8:40</p> <p><b>Where will it occur?</b> Ms. Smith’s classroom</p>	<p><b>Who is responsible?</b> Ms. Siri</p> <p><b>What will be done?</b> Provide Ms. Smith with intervention materials</p> <p><b>When will it occur?</b> 9/19/24</p> <p><b>Where will it occur?</b> Ms. Smith's classroom</p> <p><b>Who is responsible?</b> Ms. Siri</p> <p><b>What will be done?</b> Model the first two lessons, then observe Ms. Smith and provide feedback</p> <p><b>When will it occur?</b> Modeling: 9/23/24, 9/25/24 Observation with feedback: 9/30/24, 10/14/24, 10/28/24</p> <p><b>Where will it occur?</b> Ms. Smith's classroom</p>	<p><b>Who is responsible?</b> Ms. Smith</p> <p><b>What will be done?</b> Complete the district intervention documentation worksheet</p> <p><b>When will it occur?</b> M, W, F following each intervention session</p> <p><b>How will data be shared?</b> The intervention worksheet will be uploaded to the shared OneDrive</p> <p><b>Who is responsible?</b> Ms. Siri</p> <p><b>What will be done?</b> The Early Interventions in Reading Observation Form will be completed and feedback will be provided to Ms. Smith</p> <p><b>When will it occur?</b> Every two weeks: 9/30/24, 10/14/24, 10/28/24</p> <p><b>How will data be shared?</b> Observation forms will be uploaded to the shared OneDrive</p>	<p><b>Who is responsible?</b> Ms. Smith</p> <p><b>What data will be collected and when?</b> NWF, collected every other Friday starting 9/20/24</p> <p><b>When will team reconvene to evaluate progress?</b> 11/13/24 at 9:20 AM</p> <p><b>The plan will be considered effective if approximately 70% of students are making progress toward the goal.</b></p>
<p><b>Goal (SMART):</b> By 11/13/24, students will identify 74 correct letter sequences, as measured by NWF probe.</p>			
<p><b>Notes:</b></p>			

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

Review Date: 11/13/24

**Team Members:** Classroom teachers: Ms. Curtis, Mr. Thatcher, Ms. Harrison, Ms. Medina; ESE Teacher: Mr. King; Interventionist: Ms. Smith; Literacy Coach: Ms. Siri; Principal: Mr. Rodriguez

**Group Response to Intervention:** 33% of students in the group met or exceeded expected level of performance

**Plan Revisions Based on Intervention Effectiveness:**

for  $\approx$ 70% or More of Group (intervention considered effective)

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, complete new PSW if appropriate)

For any student who did not respond to effective Tier 2 intervention, first review fidelity documentation and address, if needed. If fidelity is good, increase intensity of the intervention and monitor, or return to earlier steps of problem solving.

for Less Than  $\approx$ 70% of Group (intervention considered *not* effective)

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) *or*  consider a different Tier 2 intervention that matches the students' need *or*  return to Step 2 and reconsider the skill area addressed (document all changes or adjustments)

If less than 70% of the group is making progress, no decisions can be made about *an individual student's* performance.

**Changes or adjustments to the plan:**

To address fidelity, the intervention time will move from 8:10 AM to 1:30 PM on M, W, F. The goal will remain the same: by 1/22/25, students will identify 74 correct letter sequences, as measured by NWF probe.

**Next Meeting Date:** 1/22/25 at 3:30 PM in Guidance Conf. Rm.

**Notes:** The intervention plan indicated that the group would receive 30 minutes of intervention per day, 3x per week. Fidelity data indicated that due to student tardies and difficulty starting instruction on time, the intervention was only delivered for an average of 20 minutes per day (a 33% loss).