

Sample Tier 2 Problem Solving Worksheet



Problem Solving Meeting

School: *Sunshine Elementary School*

Meeting Date/Time: *9/18/23 9:20am*

Team/Grade Level: *2nd grade*

Team Members: *Ms. Smith (Interventionist), Ms. Curtis (classroom teacher), Mr. Thatcher (classroom teacher), Ms. Harrison (classroom teacher), Ms. Medina (classroom teacher), Mr. King (ESE teacher)*

Other Members: *Ms. Siri (Literacy Coach), Mr. Rodriguez (principal)*

Step 1: Problem Identification

Focus: *2nd grade Reading/ELA*

Expectation: *on track to score Level 3 or above on EOY assessment (scaled score ≥ 868)*

Data Source: *Star*

Criteria for Identifying Students for Tier 2: *scaled score ≤ 792*

Step 2: Problem Analysis

Target Skill: *phonics*

Student Group:

Sally Stephani

Billy Ross

Johnny Rosales

Steven Booker

Amy Everett

Eva Becker

Step 3: Intervention Design/Implementation

Plan for Intervention

Selected Intervention: *Early Interventions in Reading*

Provider: *Ms. Smith*

Days/Times: *M-F 8:10 - 8:30*

Location: *Ms. Smith's room*

Plan for Support

Support for Intervention
Provider (e.g., modeling, materials):

Ms. Siri will provide the materials to Ms. Smith, model the first two lessons, then observe lessons and provide feedback

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Plan for Fidelity	
Fidelity Measure: <i>District intervention documentation worksheet (linked in OneDrive)</i>	
Data collected by: <i>Ms. Smith</i>	When/Where: <i>Daily during intervention in Ms. Smith's room</i>
Fidelity Measure: <i>Early Interventions in Reading Observation Form</i>	
Data collected by: <i>Ms. Siri</i>	When/Where: <i>Lessons 3-4 then as needed in Ms. Smith's room</i>
Plan for Progress Monitoring	
Progress Monitoring Measure(s): <i>NWF</i>	
Data collected by: <i>Ms. Smith</i>	
Progress Monitoring Days/Times: <i>Every other Friday, 8:10 - 8:30</i>	
Goal: <i>74 CLS</i>	Date/time of review: <i>11/13/23 at 9:20am</i>

Step 4: Response to Intervention	
Meeting Date/Time: <i>11/13/23 9:20am</i>	
Group Response to Intervention: <i>33% of group had a positive response</i>	
Plan Revisions Based on Intervention Effectiveness: <input type="checkbox"/> for 70% or More of Group <input checked="" type="checkbox"/> for Less Than 70% of Group	
<p>Updated Plan (e.g., Intervention, Support, Fidelity, Progress Monitoring):</p> <p><i>The intervention plan indicated that the group would receive 30 minutes of intervention per day, 3x per week. Fidelity data collected showed that due to transition from recess, the intervention was only delivered for an average of 20 minutes per day (33% loss).</i></p> <p><u>Updated plan:</u></p> <ul style="list-style-type: none"> * <i>Continue to use same intervention, but adjust start time to 1:30pm</i> * <i>Remaining components of the plan (support, fidelity, progress monitoring) will stay the same</i> * <i>Grade-level team will review school-wide expectations, classroom rules, and will practice transitions with students for 5-10 minutes prior to recess every Monday for three weeks, then monthly for the remainder of the year</i> 	
Next Meeting Date: <i>1/22/24 at 3:30pm in Guidance Conf. Room</i>	