

Collaborative Problem Solving and Teaming					
Team	Purpose	Topics	Members	Decision-Making Process	Meeting Frequency
District					
Building					
Grade-Level					
Student					
How do the existing teams communicate with each other?					
How do the existing teams communicate with the district office?					
How do the existing teams communicate with the staff and parents?					

Assessment System			
List the assessments used in your school below each assessment purpose. Note the grade(s) in which they are used.			
Screening	Diagnostic	Progress Monitoring	Outcome Evaluation
Are there assessments that you currently give but don't use the data? If so, which ones?			
Are there questions you have about your students that aren't answered by your current assessments? If so, what questions?			
How often is the schoolwide assessment plan updated?			
Do grade-level teams meet at least three times a year to analyze screening data?			

Tiered Systems of Instruction		
Tier 1	In Place	Not Yet In Place
All staff understand the purpose of Tier 1 instruction is primary prevention of reading failure		
All students participate in Tier 1 core reading instruction each day		
The schedule includes 90-120 minutes of Tier 1 reading instruction each day		
A comprehensive, cohesive, core reading program is available for Tier 1 at all grade levels		
The Tier 1 core reading instruction/program has been evaluated against the reading research		
Differentiated instruction is provided during Tier 1 instruction, with whole group and small group formats		
Adherence to the planned Tier 1 instruction is monitored by teachers and/or administrators		
Tier 1 instruction is planned by the grade level team, using universal screening data in the collaborative problem-solving process		
Tier 2	In Place	Not Yet In Place
All staff understand the purpose of Tier 2 strategic reading instruction is to accelerate learning and catch students up to grade level expectations.		
The schedule includes 30-45 minutes of Tier 2 reading instruction each day		
The Tier 2 strategic intervention instruction/program has been evaluated against the reading research		
The Tier 2 strategic intervention instruction is more explicit, systematic and supportive than Tier 1 reading instruction		
Adherence to the planned Tier 2 instruction is monitored by teachers and/or administrators		
Student progress is monitored more frequently for students who receive Tier 2 strategic instruction		
Tier 2 strategic intervention instruction is planned by the grade level team using universal screening and diagnostic data in the collaborative problem-solving process		
Tier 3	In Place	Not Yet In Place
All staff understand the purpose of Tier 3 intensive reading instruction is to accelerate learning and catch students up to grade level expectations		

The schedule includes 45-60 minutes of Tier 3 reading instruction each day		
The Tier 3 intensive intervention/program has been evaluated against the reading research		
The Tier 3 intensive intervention is more explicit, systematic, supportive and individualized than Tier 2 reading instruction		
Adherence to the planned Tier 3 instruction is monitored by teachers and/or administrators		
Student progress is monitored more frequently for students receiving Tier 3 intensive instruction		
Tier 3 intensive intervention instruction is planned by student teams using universal screening, diagnostic, and progress monitoring data in the collaborative problem-solving process		

Professional Learning Needs		
Topic	Yes	No
The science of reading		
Assessment		
Tiered instruction		
Collaborative Problem Solving		
Effective instruction/structured literacy		
Classroom management		
Reading differences/disabilities		
Leadership and teaming		
Family engagement		
Other		

