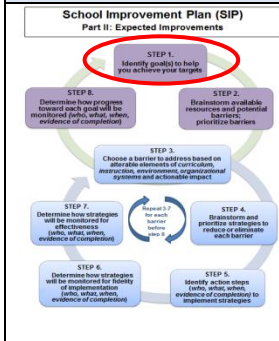


# Facilitator Tool for Problem Solving

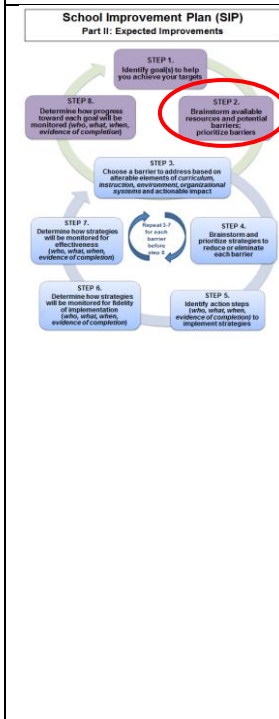
## School Improvement Plan (SIP)

### Part II. Expected Improvements



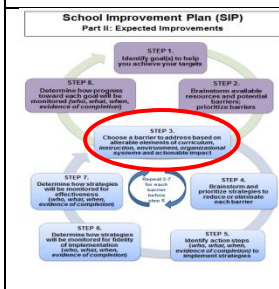
### **Step 1: Identify goal(s) to help you achieve your targets**

- \_\_\_ Ensure appropriate stakeholders and decision makers are present
- \_\_\_ Review data to select priorities (system level, widespread issues)
- \_\_\_ Identify or verify target(s) based on data (SIP Target)
- \_\_\_ Choose goal(s) that would support positive progress toward the target(s)
- \_\_\_ Describe the problem or goal(s) to be addressed in concrete terms
- \_\_\_ Establish clear understanding of the goal(s) among stakeholders
- \_\_\_ Describe a desired outcome that would result if goal was achieved
- \_\_\_ Establish understanding of the outcome among stakeholders
- \_\_\_ Discuss how this outcome will be measured (What data will be used?)



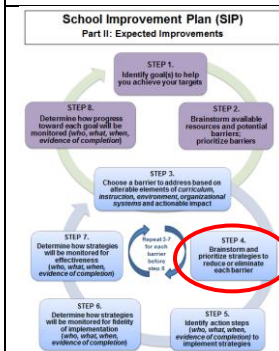
### **Step 2: Brainstorm resources, barriers; prioritize barriers**

- \_\_\_ Brainstorm resources/positive factors available; consider what has contributed to success so far; what is available that could help achieve the goal, resources at school, community or district; personnel, materials, schedules, curriculum, instruction, funding, leadership, partners, environment, school culture, etc.
- \_\_\_ Brainstorm barriers that could prevent goal attainment
- \_\_\_ Brainstorm without evaluation or judgment, all ideas are charted
- \_\_\_ All stakeholders participate until ideas are exhausted
- \_\_\_ Use of concise statements should be encouraged, no discussion
- \_\_\_ Encourage a free flow of ideas
- \_\_\_ Use paraphrasing and summarizing to capture ideas in phrases
- \_\_\_ Record only enough about each idea to allow for clarification
- \_\_\_ When list is complete, clarify, sort, and prioritize barriers based on alterable elements of curriculum, instruction, environment, and organizational systems
- \_\_\_ From prioritized list, consider why barriers occur
- \_\_\_ Identify whether barriers are symptoms or root causes using evidence (qualitative or quantitative) to verify (no hunches)
- \_\_\_ Identify which barriers have the most impact on the goal if removed
- \_\_\_ Identify which barriers are immediately actionable
- \_\_\_ List and number barriers in order of impact and priority: Targeted Barriers



### **Step 3: Choose a barrier to address**

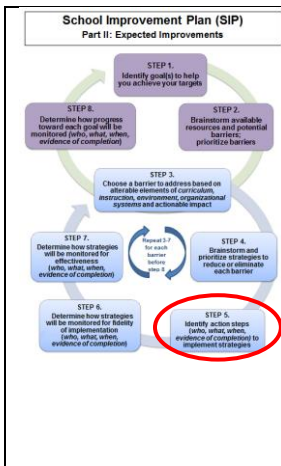
- \_\_\_ Choose one barrier to cycle through step 7
- \_\_\_ Repeat 3-7 for other targeted barriers
- \_\_\_ Teams may need more than one problem solving session to cycle targeted barriers through steps 3-7



### **Step 4: Brainstorm strategies, prioritize strategies**

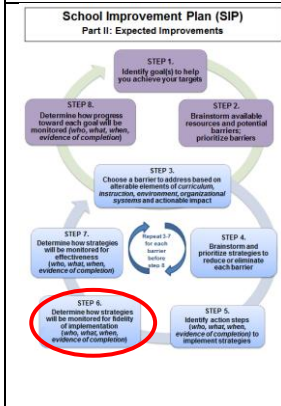
- \_\_\_ For the barrier selected in Step 3:
  - \_\_\_ Brainstorm strategies that could be used to reduce the barrier
  - \_\_\_ Brainstorm without evaluation or judgment, all ideas are charted
  - \_\_\_ Remind stakeholders that this is an *idea stage*, no decisions made, no filters to block the free flow of ideas
  - \_\_\_ Use list of resources identified in Step 2 for generation of ideas
  - \_\_\_ Use paraphrasing and summarizing to capture ideas in phrases
  - \_\_\_ Record only enough about each idea to allow for clarification
  - \_\_\_ When list is complete, clarify, sort, prioritize strategies





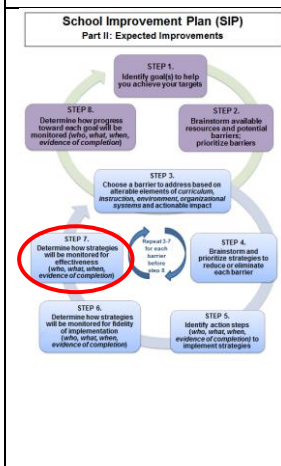
### Step 5: Identify action steps for implementation

- \_\_\_ For each targeted strategy, develop an action plan:
  - \_\_\_ Identify and describe the strategy, specific actions (*what*)
  - \_\_\_ Prompts for action (training, necessary infrastructure, materials)
  - \_\_\_ Identify *who* will implement the strategy
  - \_\_\_ Identify *when* and for how long this strategy will be implemented (schedule, dates)
  - \_\_\_ Identify what *evidence* (data) of completion
  - \_\_\_ Consider how will this strategy be measured? (progress monitoring)
  - \_\_\_ Consider anticipated change in staff, teacher, or student behaviors as this strategy is being implemented successfully and deeply
  - \_\_\_ Consider anticipated change in student performance as the strategy is having the desired impact



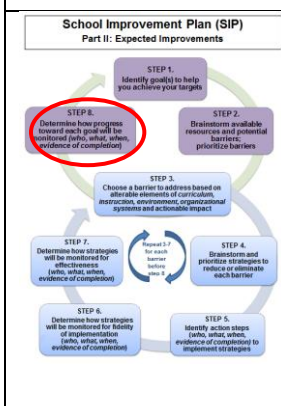
### Step 6: Determine how strategies will be monitored for fidelity of implementation (*who, what, when, evidence of completion*)

- \_\_\_ For each action plan, develop a monitoring plan (*what*):
  - \_\_\_ Describe how support will be provided for person(s) implementing strategy
    - \_\_\_ *Who* will support, when, how often
  - \_\_\_ Describe how implementation will be monitored:
    - \_\_\_ *Who* is responsible for monitoring
    - \_\_\_ *When* and how often will monitoring occur (dates, schedule)
    - \_\_\_ Identify what *evidence* (data) of completion



### Step 7: Determine how strategies will be monitored for effectiveness (*Who, what, when, evidence of completion*)

- Develop a detailed plan that explains how data will be collected to evaluate progress of the strategy (*Is it working and how will we know?*)
- \_\_\_ *What* data (evidence) will be collected?
  - \_\_\_ Establish a schedule (dates) for data collection (*when*)
  - \_\_\_ Who will collect, chart, and prepare data? (*who*)
  - \_\_\_ Establish a schedule (dates) for team to evaluate periodic progress
  - \_\_\_ Establish criteria (expectations) for success and decision rules for monitoring periodically during implementation (*what and when*)
    - \_\_\_ What is a successful response? (Continue plan)
    - \_\_\_ What is a questionable response, and what will we do?
    - \_\_\_ What is a poor response and what will we do?
  - \_\_\_ Revisit Steps 3-7 for all prioritized barriers before Step 8



### Step 8: Determine how progress toward each goal will be monitored (*Who, what, when, evidence of completion*)

- \_\_\_ Describe the process and timeline (*what*) for using data collected through step 7 to decide if progress toward goal(s) in Step 1 is satisfactory
- \_\_\_ Establish a schedule of data meetings to measure and monitor incremental changes, ensure critical decision makers are present (*who, when*)
- \_\_\_ Determine criteria (*evidence*) to evaluate response (positive, questionable, or poor response) and plans to address each type of response
- \_\_\_ Decide to continue, intensify, modify, or terminate based on data
- \_\_\_ Teams may revisit Targeted Barriers as conditions change throughout the school year to re-evaluate order and impact of barriers