

Teaming Structures

Team	Purpose	Members	Data Sources	Teacher's Role	Meeting Frequency
Student-Level Team	Write a reading improvement plan	<ul style="list-style-type: none"> • School administrator(s) • Teacher(s) • Relevant school personnel • Parents/guardians and community members 	<ul style="list-style-type: none"> • Instruction and intervention data • An individual student's screening, diagnostic, and progress-monitoring data 	<ul style="list-style-type: none"> • Describe concerns about the student's reading performance • Share data • Contribute to planning future instruction • Provide parents/guardians with ways to provide support at home 	As needed
Grade-Level Team	Inform and implement the school reading improvement plan	<ul style="list-style-type: none"> • School administrator(s) • Teacher(s) • Special educator(s) • All staff who serve students in the grade 	<ul style="list-style-type: none"> • Instruction and intervention data • Percent at benchmark on screening • Diagnostic assessment data • Progress-monitoring data 	<ul style="list-style-type: none"> • Provide class-level data • Offer input on what is needed to improve classroom reading instruction and grade-level interventions in terms of schedule, materials, PD, coaching, staffing, and family communication 	Weekly
Building-Level Team	Inform and implement a school improvement plan aligned with the district/board improvement plan	<ul style="list-style-type: none"> • Building and district/board administrator(s) • Representatives from teachers in each grade, and from other roles such as coaches, interventionists, related services, union, special education • Representatives from families and community members 	<ul style="list-style-type: none"> • Instruction and intervention data • Percent at benchmark on screening • Diagnostic assessment data • Progress-monitoring data 	<ul style="list-style-type: none"> • Provide grade-level data • Offer input on what the grade needs to improve classroom reading instruction and interventions in terms of schedule, materials, PD, coaching, staffing, and family communication 	Every other week
District/Board-Level Team	Use district/board data to identify and remove barriers to better reading outcomes by making decisions on policy, funding, staffing, PD, and materials Write a district or board reading improvement plan	<ul style="list-style-type: none"> • Superintendent • Administrators, including representatives from each school and district/board • Teachers, including representatives from each school and from other roles such as coaches, interventionists, related service providers, union representatives, special educators • Representatives from students' families and the community 	<ul style="list-style-type: none"> • Percent at benchmark on universal screening in each grade at each school • Percent who caught up with Tier 2 and 3 intervention • Percent who exit special education 	<ul style="list-style-type: none"> • Provide school-level data • Offer input on what the school needs to improve classroom reading instruction and interventions in terms of schedule, materials, PD, coaching, staffing, and family communication 	Monthly