

Multi-Tiered System of Supports

Standard Protocol Plan

School Name:	McArthur High School	Target Group:	Lowest 30% in 9 th and 10 th Grade
Implementation Team:	Willamae Noel	Gap:	

# of students meeting expectation or benchmark:	0	Expectation/Benchmark #1:	ELA.9/10.V.1.3: Context Clues
Expectation/Benchmark #2:	ELA 9/10. R.1.1: Analyze Key Elements in Plot: Prose/Poetry ELA.10. R.2.2: Analyze the Central Idea Prose/Poetry	Target Skill/Behavior #1:	Vocabulary Analysis
Target Skill/Behavior #2:	Reading Comprehension	Goal #1: 70% Student Proficiency	
Goal #2:	70% Student Proficiency	Progress Monitoring #1:	Unit Assessments Read 180 Checkpoint assessment FAST ELA PM2
Progress Monitoring #2:	Unit Assessments Read 180 Checkpoint assessment FAST ELA PM2		

Intervention Plan	Support Plan	Fidelity Plan	Student Outcome Plan
Who is responsible? Literacy Coach, Reading teachers, interventionist, ELA teachers, MTSS contact, and parent/guardian as appropriate.	Who will support the interventionist/team? Administration Team Literacy Coach	Who is responsible? (monitoring implementation) Administration Team Literacy Coach ELA Teachers	Who is responsible? Administration Team Literacy Coach ELA Teachers MTSS Coordinator

What will be done? (research/evidence based) Teachers will use the gradual release model (I Do, We Do, You Do) strategy to guide student practice and provide timely feedback. Teachers will conduct explicit instruction and provide reading comprehension intervention strategies by using teacher modeling, think-alouds, annotation, central, text-based, DOK Levels 3 and 4 questioning, vocabulary support, and written summaries. Teachers will utilize small groups/stations to implement differentiated skill instructions.	What will be done? (coaching and support) The administration team will provide supervision support The literacy coach will implement: the school-wide Literacy Plan The coaching will implement the coaching cycle by collaborating and engaging in intentional lesson planning with ELA teachers.	What evidence will be collected? (lesson plans & work samples/assessments) PLC and Common Planning Notes Student Artifacts Student Assessment Data Attendance records Administration and Literacy Coach Learning Walk observation notes and feedback	What data will be reviewed? (include body of evidence) Unit Assessments Read 180 Checkpoint assessment FAST ELA PM2 PMP data
When will it occur? (frequency/duration/intensity) 5 times per week during the 90 minutes instructional block over 8 - 9 weeks.	When will it occur? 3 - 4 times per week over 8 - 9 weeks	How often will evidence be reviewed? Progress monitoring data will review bi-weekly.	How will success criteria be determined? (using appropriate data) Success will be determine by students achieving 70% or higher proficiency on the Unit and Read 180 Checkpoint assessments and a Level 3 or higher proficiency on the FAST ELA PM2
Where will it occur? Small-group reading interventions will be in the ELA, Reading and Study Hall pullout settings and during the intervention, block, or designated support classrooms.	Where will it occur? Small-group reading interventions will be in the ELA, Reading and Study Hall pullout settings and during the intervention, block, or designated support classrooms.	How will you address a lack of fidelity? (review intervention/support plan) MTSS team will meet to review plan and make strategic modification t improve student outcome.	How will you respond to the outcome? MTSS team will meet to review plan and make strategic modification t improve student outcome

Outcome: ☐ Continue plan as designed ☒ Continue plan with modifications ☐ Discontinue plan	Outcome: ☐ Continue plan as designed ☒ Continue plan with modifications ☐ Discontinue plan
---	---