Multi-Tiered System of Supports

Standard Protocol Plan

School Name:	Parkway Middle School	**Target Group:**	6-8 grade students in Intensive Reading who scored levels 1-2 on ELA FAST
Implementation Team:	Intensive Reading Teachers and Literacy Coach	**Gap:**	Students below proficiency in reading comprehension based on the FAST ELA data

# of students meeting expectation or benchmark:	9 of 100 students proficient (Level 3 or higher)	**Expectation/Benchmark #1:**	Reduce the number of students scoring a level 1 on the FAST ELA.
Expectation/Benchmark #2:	Increase FAST ELA proficiency to Level 3 or higher	**Target Skill/Behavior #1:**	Foundational reading skills and comprehension: decoding/fluency as indicated by diagnostics.
Target Skill/Behavior #2:	Independently comprehend grade appropriate or appropriately scaffolded complex texts and answer standards align questions with evidence using READ 180	**Goal #1:**	By FAST PM3 there will be a reducation of level 1 students from 64% to 50%
Goal #2:	By FAST ELA PM3, increase proficiency from 9% to at least 20% of assessed students.	**Progress Monitoring #1:**	PM2 and PM3; biweekly skill-based measures (e.g. Comprehension check passages fluency/decoding); Review every four to six instructional weeks
Progress Monitoring #2:	Best PM 2 and PM 3; common comprehension assessments every few weeks; students work samples in intervention mastery checks utilizing READ 180		

Intervention Plan	Support Plan	Fidelity Plan	Student Outcome Plan
Who is responsible? Intensive Reading Teachers, Literacy Coach, and ELA teachers	Who will support the interventionist/team? Literacy Coach, ESE Support, MTSS Coordinator, and MTSS Team	Who is responsible? (monitoring implementation) Intensive Reading and/or ELA teacher(s) will document	Who is responsible? Being teachers MTSS team will analyze student outcomes why don't they shoot me

		implementation. MTSS Team will review for fidelity.	
What will be done? (research/evidence based) What: Provide explicit, systematic reading instruction in flexible groups based on diagnostic need; model vocabulary, decoding/fluency as appropriate, comprehension strategies and text evidence; use guided practice and frequent checks. Align accommodations/services with IEPs.	What will be done? (coaching and support) Coach on diagnostic interpretation, evidence-based routines, grouping, differentiation and intervention materials; offer demonstration lessons and collaborative planning	What evidence will be collected? (lesson plans & work samples/assessments) Intervention schedules/logs, lesson plans, group rosters, walkthrough checklists, student work, and progress-monitoring records	What data will be reviewed? (include body of evidence) FAST PM1–PM3; skill-specific probes; classroom comprehension assessments; reading samples; attendance/dosage and IEP progress (when applicable).
When will it occur? (frequency/duration/intensity) During scheduled Intensive Reading periods, 3–4 times per week for 30 minutes over 6–8 weeks.	When will it occur? Co-plan at least monthly; brief check-ins biweekly; add coaching when data show limited progress.	How often will evidence be reviewed? Every 6-8 weeks and at scheduled academic MTSS meetings.	How will success criteria be determined? (using appropriate data) Progress toward individual skill targets, positive trend on probes, fewer students at Level 1, and ≥20% proficiency at PM3.
Where will it occur? Intensive Reading classroom, ELA and ELO setting(s)	Where will it occur? Intensive Reading classroom, ELA and ELO setting(s)	How will you address lack of fidelity? (review intervention/support plan) Increase or intensify implementation. Adjust group size and/or material	How will you respond to the outcome? Students demonstrating adequate progress will continue receiving current interventions. Students demonstrating limited or no progress, the team will review instructional strategies, adjust interventions, increase instructional intensity as needed, and will receive additional targeted support.

Outcome: **☐ Continue plan as designed ☐ Continue plan with modifications ☐ Discontinue plan**	**Outcome:** **☐ Continue plan as designed ☐ Continue plan with modifications ☐ Discontinue plan**