

Multi-Tiered System of Supports

Standard Protocol Plan

School Name:	New River Middle School	Target Group:	Tier 3 Reading, Tier 3 Math, students with identified behavioral needs, Lowest quartile.
Implementation Team:	CPST/MTSS, admin, literacy coach, counselors, teachers, SSW, school psych, ESOL Coordinator, ESE specialist & support facilitators	Gap:	Students requiring additional academic &/or behavioral supports to meet grade level expectations & standards.

# of students meeting expectation or benchmark:	As of 05/2026-PM3, Reading 58% Proficient & Math 61%	Expectation/Benchmark #1:	Meeting grade level ELA, Math benchmarks/standards/proficiency
Expectation/Benchmark #2:	Meet schoolwide behavior expectations, Be Safe, Be Respectful, Be Responsible & ALWAYS Be A Shark 😊	Target Skill/Behavior #1:	Reading-decoding & comprehension & foundational math skills
Target Skill/Behavior #2:	Self-regulation, engagement, appropriate classroom behaviors set by code of conduct & classroom expectations/rules/procedures	Goal #1:	ELA 63%, Math 66%
Goal #2:	Students reduce behavioral incidents and improve classroom success.	Progress Monitoring #1:	HMH-Read 180/Code, MAP, FAST, work samples
Progress Monitoring #2:	Tier 1 strategy data, behavioral referrals, observations, attendance & discipline		

Intervention Plan	Support Plan	Fidelity Plan	Student Outcome Plan
Who is responsible? ELA & Math teachers, behavioral support staff (counselors, ESE/support facilitators)	Who will support the interventionist/team? Admin, MTSS Coordinator, literacy coach, counselors, district admin, ese coordinator	Who is responsible? (monitoring implementation) ESE/support facilitators, Admin, MTSS Coordinator, literacy coach, counselors, district admin, ESE coordinator	Who is responsible? ELA & Math teachers, behavioral support staff (counselors, ESE/support facilitators), Admin, MTSS Coordinator, literacy coach, counselors, district admin, ese coordinator
What will be done? (research/evidence based) Tier 2 & Tier 3 HMH, foundational math & evidence based behavioral strategies	What will be done? (coaching and support) coaching, data review, modeling, resources, problem solving and implementation support	What evidence will be collected? (lesson plans & work samples/assessments) MAP/FAST/San Diego/HMH	What data will be reviewed? (include body of evidence) MAP/FAST/San Diego/HMH

When will it occur? (frequency/duration/intensity) Classroom, designated support area	When will it occur? Planning, coaching, data chats, MTSS meetings, department meetings, schoolwide PDs	How often will evidence be reviewed? 4-6 weeks-sufficient PMP data had been collected 4-6 weeks or sufficient PMP data has been collected	How will success criteria be determined? (using appropriate data) Reduce behavioral infractions, growth towards grade level benchmarks
Where will it occur? Classroom and designated support setting	Where will it occur? Classrooms, PLC, MTSS, planning	How will you address lack of fidelity? (review intervention/support plan) Provide coaching, clarify procedures, adjust schedules/resources & monitoring	How will you respond to the outcome? Move through MTSS towards potential ESE Evaluation, refer to outside services, refer to pediatrician, refer to SSW
Outcome: ☒ Continue plan as designed ☐ Continue plan with modifications ☐ Discontinue plan		Outcome: ☒ Continue plan as designed ☐ Continue plan with modifications ☐ Discontinue plan	