

Multi-Tiered System of Supports

Standard Protocol Plan

School Name:	Sheridan Technical High School	Target Group:	Level 1 & 2 students
Implementation Team:	Reading & English Teachers	Gap:	

# of students meeting expectation or benchmark:	166 out of 218	Expectation/Benchmark #1:	Poetry & Prose
Expectation/Benchmark #2:	Reading Across Genres	Target Skill/Behavior #1:	Central Idea/Theme
Target Skill/Behavior #2:	Vocabulary	Goal #1:	80% of students showing proficiency on the NWEA
Goal #2:	60% of students showing proficiency in FAST	Progress Monitoring #1:	NWEA & FAST PM-1
Progress Monitoring #2:	NWEA & FAST PM-2		

Intervention Plan	Support Plan	Fidelity Plan	Student Outcome Plan
Who is responsible? Reading Teacher, English Teachers, and Reading Coach for 9th & 10th grade students with reading comprehension deficit;	Who will support the interventionist/team? Reading Teacher, Reading Coach, ELA Teacher, MTSS Coordinator, Guidance, Administration and parent support	Who is responsible? (monitoring implementation) Reading teacher, MTSS Coordinator and ELA teachers.	Who is responsible? 9th & 10 grade students are given their goal after NWEA and/or FAST PM-1 & PM-2
What will be done? (research/evidence based) Direct, Explicit, and Guided Instruction using modeling, annotations, close reading strategies, vocabulary support, think-and-talk, short response answering standard based questions for summaries, central idea, theme, etc. Additionally, school-wide literacy initiative (Albert IO) will be put in place in all academic classes.	What will be done? (coaching and support) Reading Coach will co-teach and collaborate with reading teachers and ELA teachers. In addition, provide structured routines within the classroom and small groups, use of graphic organizers, vocabulary activities, explicit instructions of benchmark skills, scaffolding, chunking text, guiding questions, and annotations.	What evidence will be collected? (lesson plans & work samples/assessments) Class assessments, school-wide literacy initiative (Albert IO), Khan Academy, vocabulary work, comprehension questions, student work samples, benchmark skills, exit tickets,	What data will be reviewed? (include body of evidence) NWEA and FAST PM score report, weekly assessments, and classwork
When will it occur? (frequency/duration/intensity) Daily during 90 minute block (Term 1)	When will it occur? Daily during 90 minute block (Term 1) 2-3 times a week for 30 minutes from February-May (Term 2).	How often will evidence be reviewed? Weekly as assignments and/or assessments are completed	How will success criteria be determined? (using appropriate data) 80% of students will need to show proficiency on weekly assessments, NWEA, and FAST tests.

2-3 times a week for 30 minutes from February-May.			
Where will it occur? In the classroom/small group setting	Where will it occur? In the classroom/small group setting	How will you address lack of fidelity? (review intervention/support plan) PLC with ELA, Reading, and Coach. Small intensive group instruction. Drill down and provide explicit instruction to students.	How will you respond to the outcome? Accordingly to the data. Weekly assessments will require possible review or reteaching. NWEA and FAST assessments will require new goals and drilling down to benchmarks.

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