Plantation 6–12 | ELA Standard Protocol Plan

Intervention Plan	Support Plan	Fidelity Documentation	Progress Monitoring Plan
WHO: Students in grades 6–12 identified through FAST PM1 data, other reading assessments, classroom performance, and MTSS team review as needing additional reading comprehension support. WHAT: Explicit instruction in identifying main ideas, making inferences, using context clues, and citing textual evidence in responses. WHEN: 3 sessions per week, 30 minutes each, for 6–8 instructional weeks, in addition to core instruction. WHERE: Designated small-group setting during an approved intervention period. FOR: Improving comprehension of literary and informational texts at students' instructional levels while building grade-level skills. HOW: Gradual Release Model: teacher modeling, guided practice, targeted independent practice, and corrective feedback.	WHO: Assigned teacher delivers instruction; ELA/Reading coach supports implementation; classroom ELA teacher, MTSS coordinator, and family collaborate as appropriate. WHAT: Structured small-group lessons with appropriately leveled passages, graphic organizers, explicit vocabulary instruction, guided discussion, and comprehension checks. WHEN: Each scheduled intervention session; coordination with classroom teacher at least biweekly. FOR: Transfer of comprehension strategies into ELA and content-area instruction. HOW: Intervention teacher uses consistent routines and scaffolded practice. ELA/Reading coach provides resources, modeling, coaching, and data-review support.	WHO: Intervention teacher documents delivery; ELA/Reading coach supports quality checks; MTSS team reviews implementation. WHAT: Session log documenting date, duration, attendance, targeted skill, materials, student response, and work samples; instructional strategy checklist. WHEN: Record after each session; review at MTSS check-ins. WHERE: School-approved secure MTSS documentation system. FOR: Verifying frequency, duration, and quality of intervention delivery. HOW: Track completed tasks and assignments. Address missed sessions or implementation gaps through coaching and schedule adjustments.	WHO: Assigned teacher collects weekly data; ELA/Reading coach and MTSS team analyze trends. WHAT: Comparable reading comprehension probes aligned to the student's targeted skills and grade-level expectations, supported by classroom assessments and work samples. WHEN: Baseline before intervention; weekly probes; formal team review after 6–8 instructional weeks. WHERE: School-approved secure student data system. FOR: Monitoring comprehension growth, strategy use, and evidence-based responses. HOW: At least 70% accuracy on three consecutive comparable probes. Review growth trend, attendance, and fidelity to continue, modify, intensify, or fade intervention.