Plantation 6–12 | Mathematics Standard Protocol Plan

Intervention Plan	Support Plan	Fidelity Documentation	Progress Monitoring Plan
WHO: Students in grades 6–12 identified through math screening, PM1 assessment, classroom assessments, course performance, and MTSS team review as needing targeted mathematics support. WHAT: Explicit, skill-based instruction in number sense, operations, fractions, ratios, proportional reasoning, expressions, equations, and problem-solving. For Algebra 1: solving equations, interpreting functions, graphing, and algebraic reasoning. WHEN: 3 sessions per week, 30 minutes each, for 6–8 instructional weeks, in addition to core math instruction. WHERE: Designated small-group setting during an approved intervention period. FOR: Closing achievement gaps and improving access to grade-level mathematics and Algebra 1 content. HOW: Gradual Release Model: Diagnostic skill check → teacher modeling with worked examples and visual representations → guided practice → independent practice → immediate corrective feedback.	WHO: Assigned mathematics teacher delivers lessons; math coach/department lead, MTSS coordinator, and family collaborate as appropriate. WHAT: Small-group lessons matched to diagnostic needs using manipulatives, number lines, visual models, worked examples, mathematical vocabulary, and cumulative practice. Align support to grades 6–8 standards or Algebra 1 priority skills. WHEN: Each scheduled intervention session; classroom teacher and coach coordinate at least biweekly. WHERE: Assigned classroom or other approved instructional space. FOR: Reinforcing prerequisite skills and transferring learning to classroom assignments and assessments. HOW: Use a consistent explicit-instruction routine; group students by demonstrated skill need, not course label alone. Adjust scaffolds based on error patterns; provide coaching/resources as available.	WHO: Assigned teacher maintains records; math coach/department lead supports implementation checks; MTSS team reviews fidelity. WHAT: Session log recording date, minutes, attendance, targeted skill, instructional routine, materials, student response, and brief work samples; skill-specific implementation checklist. WHEN: Document after each session; review at scheduled MTSS check-ins and the 6–8-week decision meeting. WHERE: School-approved secure MTSS documentation system. FOR: Confirming that students receive the intended amount and quality of instruction. HOW: At least 70% accuracy on 3 consecutive assessments. Check whether modeling, guided practice, independent practice, and feedback occurred. Document missed sessions and corrective steps.	WHO: Assigned teacher administers weekly assessments; classroom math teacher and MTSS team analyze results. WHAT: Standard- based quick mini-assessments, check-ins, and classroom work samples. WHEN: Establish baseline before intervention; monitor weekly; review formally after 6–8 instructional weeks. WHERE: School-approved secure student data system. FOR: Measuring growth in the identified math skill and readiness to apply it to grade level expectations. HOW: Graph weekly accuracy or correct responses against baseline. Set a measurable target at 70%. Continue, modify, intensify, or fade intervention and record the team's decision based on the collected data.