

Standard Protocol Plan: Grades 9-12

School-Wide Academic Success, Targeted Study Hall, and Peer Tutoring

Purpose: Provide a consistent multi-tiered system of support for students in grades 9-12 who need stronger academic routines, skill reinforcement, timely intervention, and structured access to help.

1. Support Framework

Level	Primary Strategy	Student Access	Intended Result
School-wide	Strategies for Success	Monthly teacher training with ready-to-use student routines embedded in classes across grades 9-12.	Consistent study, organization, attendance, and help-seeking routines across the school.
Targeted	Study Hall Support Groups	Small, skill-focused groups formed through data review, staff referral, or student need.	Protected time for reteaching, assignment completion, organization, and progress checks.
Supplemental	Peer Tutoring Sessions	Structured tutoring by trained student tutors with adult oversight.	Additional guided practice, academic confidence, and connection to school supports.

Entry and movement between supports: Students may receive one or more supports at the same time. Decisions should use current academic, attendance, behavior, course-performance, and intervention-response data, with support adjusted as need changes.

2. Intervention Plan

Component	Grades 9-12 Plan
Who	Students in grades 9-12; classroom teachers; content-area teachers; interventionists; counselors; ESE and ESOL support staff; MTSS team; trained peer tutors; and parent/guardian partners, as appropriate.
What	A coordinated academic-success plan combining: (1) school-wide Strategies for Success, (2) targeted study hall support groups, and (3) peer tutoring sessions. Instruction addresses organization, time management, note-taking, study routines, assignment completion, literacy across content areas, problem solving, assessment preparation, self-advocacy, and help-seeking.
When	School-wide strategy instruction is reinforced throughout the month following each monthly teacher training. Targeted study hall groups meet on a recurring school schedule based on student need. Peer tutoring is offered on a posted recurring schedule before school, after school, during lunch, or within an established support period.
Where	General education classrooms, designated study hall or intervention spaces, media center or tutoring location, and other approved school spaces.
For	Increasing course success, credit attainment, assignment completion, assessment performance, attendance to academic responsibilities, independent learning habits, and readiness for graduation and postsecondary pathways.
How	Teachers explicitly model each monthly success strategy, provide guided practice, and prompt students to apply it in authentic coursework. Study hall staff use student-specific goals and current course data to deliver focused support. Peer tutors provide guided practice and feedback under staff supervision, without completing work for students.

Monthly Strategies for Success Training Cycle

Training	Teacher-to-Student Application
Month 1	Organization systems: binders, digital files, materials, and course dashboards

Training	Teacher-to-Student Application
Month 2	Time management: weekly planning, prioritizing, and breaking tasks into steps
Month 3	Effective study routines: retrieval practice, spaced review, and self-checking
Month 4	Reading and note-taking across content areas
Month 5	Assessment preparation and test-taking routines
Month 6	Assignment completion, revision, and use of feedback
Month 7	Self-advocacy, communication, and help-seeking
Month 8	Goal setting, progress reflection, and recovery planning
Month 9	End-of-course, final exam, graduation, and transition readiness

3. Support Plan

A. School-Wide Strategies for Success

Who	All teachers and students in grades 9-12, coordinated by the school leadership and MTSS team.
What	Monthly professional learning focused on one high-impact academic-success routine teachers can use directly with students.
When	One training session each month, followed by classroom implementation and reinforcement during the month.
Where	Faculty meetings, professional learning community, department meetings, or other school-wide professional learning setting; strategy use occurs in classrooms.
For	Creating common language and predictable routines so students encounter the same success practices across courses.
How	Provide a brief model, implementation guide, student-facing tool, and examples for multiple

content areas. Leadership reinforces the focus through communication, classroom visits, and staff sharing.

B. Targeted Study Hall Support Groups

Who	Students identified through course grades, missing work, assessment data, attendance patterns, teacher referral, counselor review, MTSS review, or student request.
What	Small, flexible groups organized around a defined need such as Algebra support, literacy, assignment completion, organization, credit recovery, or assessment preparation.
When	On a recurring schedule with frequent review of group membership and goals.
Where	Designated study hall, intervention classroom, media center, or approved academic support space.
For	Removing specific barriers to course success through protected time, direct assistance, and accountability.
How	Each student uses a short support plan with one or two measurable goals. Staff check current assignments and data, teach or reteach the needed skills, document the session, and identify the next action before the student leaves.

C. Peer Tutoring Sessions

Who	Students seeking added practice and trained peer tutors, coordinated and supervised by an assigned staff member.
What	Structured academic assistance that includes reviewing directions, explaining concepts, modeling problem-solving, practicing skills, checking understanding, and supporting study routines.
When	On a posted recurring schedule aligned to student access and school supervision.
Where	A consistent, visible, supervised school location.

For	Increasing access to timely help, strengthening academic confidence, and extending opportunities for guided practice.
How	Tutors receive orientation on questioning, confidentiality, academic integrity, boundaries, and referral procedures. Sessions use a brief sign-in and goal record. Tutors guide learning and do not complete assignments for students.

4. Fidelity Documentation

Fidelity records should show whether each support was delivered as planned and whether students had meaningful access to the support.

Support	Evidence	Review Frequency	Fidelity Indicator
School-wide training	Training agenda and materials; staff participation record; monthly strategy resource; evidence of classroom use such as lesson plans, walkthrough notes, or student tools.	Monthly	Monthly training completed and common strategy resource distributed; implementation evidence reviewed.
Targeted study hall	Roster and entry reason; session attendance; student goal; support provided; assignments or skills addressed; next step; periodic group review.	Each session: summary reviewed regularly	Scheduled sessions delivered, attendance and support recorded, and student goals reviewed.
Peer tutoring	Tutor training record; tutor roster and schedule; student sign-in; session goal or subject; supervising staff record; referral notes when needs exceed peer-tutoring scope.	Each session: schedule reviewed regularly	Tutors trained, sessions supervised, and participation records maintained.
MTSS oversight	Regular review of access, implementation, student	At each scheduled team review	Data-based decisions documented, including

Support	Evidence	Review Frequency	Fidelity Indicator
	response, and needed adjustments by the designated school team.		continuation, intensification, change, or exit.

5. Progress Monitoring Plan

Measure	Data Sources	Review and Decision Use
Course performance	Current grades, completed and missing assignments, common assessments, quizzes, tests, EOC-related evidence, and credit status.	Review on a consistent cycle; compare with the student goal and baseline.
Engagement and access	Study hall attendance, tutoring attendance, strategy use, teacher check-ins, and completion of planned support actions.	Determine whether access or implementation must improve before changing the support.
Learning behaviors	Organization checks, planner or task use, on-time submission, study routine use, self-advocacy, and help-seeking.	Identify whether the student can use the strategy with decreasing adult prompting.
Attendance and behavior	Attendance, tardiness, class participation indicators, and behavioral data relevant to academic access.	Coordinate academic support with attendance, counseling, behavior, ESE, ESOL, or other supports as needed.
Student voice	Brief reflection, goal rating, barrier identification, and request for additional assistance.	Include the student in decisions about continuation, adjustment, intensification, or exit.

Suggested student goal format: By [review date], the student will improve [specific academic or learning-behavior measure] from [baseline] to [target], demonstrated across [number or type of data points], while participating in [identified support].

Decision Rules

- Continue when the student is making adequate progress and the support is being implemented as planned.

- Adjust when progress is limited and data identify a specific barrier, skill gap, scheduling issue, or implementation concern.
- Intensify by increasing frequency, reducing group size, adding direct instruction, coordinating additional services, or combining supports.
- Fade or exit when the student sustains the goal and can use the success strategy with less support; continue light monitoring to confirm maintenance.
- Refer to additional problem solving when the student is not responding after implementation has been verified and reasonable adjustments have been attempted.