

Multi-Tiered System of Supports



Intervention Plan	Support Plan	Fidelity Documentation	Progress Monitoring Plan
Who: 9th & 10th grade What: Explicit reading comprehension intervention using teacher modeling, active vocabulary, multi-syllabic academic vocabulary, think-alouds, annotation, main idea/details, text-based questioning, vocabulary support, and written summaries. When: 2-3 times per week for 30 minutes over 6–8 weeks. Where: Small-group reading intervention setting, study hall period, or designated support classroom. For: Increasing comprehension of grade-level and instructional-level informational and literary texts. How: The teacher will use a gradual release model: model the strategy, guide student practice with feedback, and provide independent application with short passages.	Who: Reading teacher, interventionist, ELA teacher, MTSS contact, and parent/guardian as appropriate. What: Provide structured comprehension routines, graphic organizers, vocabulary previews, chunked text, guided discussion, sentence stems, and opportunities for oral and written responses. When: During intervention sessions and reinforced during the student's regular ELA class. Where: Intervention classroom and general education ELA classroom. For: Supporting transfer of comprehension strategies across texts and content areas. How: Staff will use consistent language, shared organizers, and brief check-ins to help the student apply the strategy before, during, and after reading.	Who: Interventionist or reading teacher will document implementation; MTSS team will review fidelity. What: Maintain lesson logs, attendance records, strategy checklist, student work samples, and notes on feedback provided. When: After each intervention session; reviewed weekly by the intervention provider and biweekly by the MTSS team. Where: Stored in the student's MTSS documentation folder or approved data system. For: Ensuring the intervention is delivered as designed and with sufficient frequency, duration, and quality. How: Fidelity is met when at least 80% of planned sessions are completed and the comprehension strategy checklist is completed for each session.	Who: Reading teacher or interventionist will collect data; MTSS team will analyze student response. What: Use comprehension probes, short constructed responses, retell/summarization rubrics, classroom assessments, and work samples aligned to 8th-grade reading standards. When: Weekly progress monitoring with formal data review every two weeks. Where: During intervention sessions or designated assessment time. For: Determining whether the student is improving comprehension accuracy, use of strategies, and ability to cite evidence from text. How: Progress will be graphed and compared to the goal: the student will improve reading comprehension performance to at least 80% accuracy on grade-appropriate comprehension tasks

			across three consecutive data points.
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