

Multi-Tiered System of Supports

Standard Protocol Plan

School Name:	PIONEER MIDDLE SCHOOL	Target Group:	Grades 6-8 Level 1 and Level 2 students who are not meeting grade-level reading comprehension expectations.
Implementation Team:	Reading teacher/interventionist; ELA teacher; literacy coach/MTSS coordinator; school administrator; school psychologist/data support, as appropriate.	Gap:	Students demonstrate a gap between current reading comprehension performance and grade-level expectations, including identifying central ideas, using relevant details, citing evidence, and summarizing literary and informational text.

# of students meeting expectation or benchmark:	80% of students are proficient according to F.A.S.T. PM3 2026.	Expectation/Benchmark #1:	At least 70% accuracy on standards-aligned comprehension tasks across three consecutive data points.
Expectation/Benchmark #2:	Demonstrates the targeted comprehension strategy independently on grade-level or instructional-level text.	Target Skill/Behavior #1:	Identify the central idea/theme and explain how relevant details develop it.
Target Skill/Behavior #2:	Cite relevant text evidence and produce an accurate oral or written summary.	Goal #1:	After 6-8 weeks, the student will earn at least 70% accuracy across three consecutive data points.
Goal #2:	The student will independently apply the taught routine in intervention and ELA work samples in 4 of 5 opportunities.	Progress Monitoring #1:	Weekly standards-aligned comprehension probe, short constructed response, and work-sample review.
Progress Monitoring #2:	Biweekly MTSS data review using graphed probe scores, attendance, fidelity records, student work, classroom assessment results, and FAST/diagnostic data when available.		

Intervention Plan	Support Plan	Fidelity Plan	Student Outcome Plan
Who is responsible? Reading teacher or interventionist delivers the intervention; ELA teacher reinforces the shared routine.	Who will support the interventionist/team? Literacy coach/MTSS coordinator, ELA teacher, administrator designee, school psychologist/data support, and family as appropriate.	Who is responsible? Intervention provider documents implementation; literacy coach/MTSS coordinator reviews fidelity with the MTSS team.	Who is responsible? Reading teacher/interventionist collects data; MTSS team analyzes response and determines next steps.
What will be done? Explicit comprehension instruction using modeling, think-alouds, purposeful annotation, central idea and relevant details, text-based questions, academic vocabulary, and oral/written summaries. Use I Do, We Do, You Do.	What will be done? Provide common routines and organizers, vocabulary previews, chunked text, sentence stems, coaching/modeling, collaborative planning, and feedback based on student work.	What evidence will be collected? Session and attendance logs, lesson/strategy checklist, student work samples, assessment results, group size, minutes delivered, and notes about feedback or adjustments.	What data will be reviewed? Baseline and weekly/biweekly comprehension probes, constructed responses, annotation/summary rubrics, classroom assessments, student work, attendance, and fidelity evidence.
When will it occur? 2-3 sessions per week, 20 minutes per session, for an initial 6-8 week cycle. Adjust intensity through MTSS review.	When will it occur? Support is embedded during the intervention cycle. Brief provider check-ins occur weekly; MTSS review occurs at least biweekly.	How often will evidence be reviewed? Provider checks weekly. The MTSS team reviews at least every 2-4 weeks.	How will success criteria be determined? Goal is met at 80% or higher across three consecutive data points, with evidence of independent strategy use and an improving trend.
Where will it occur? Intensive Reading, an intervention block, or another designated small-group setting.	Where will it occur? Intervention setting, ELA classroom, PLC/coaching meetings, and the school-approved MTSS documentation system.	How will you address lack of fidelity? Identify the missed component, remove barriers, provide modeling/coaching or materials, revise scheduling/support, and collect new fidelity evidence before judging student response.	How will you respond to the outcome? Positive: continue, then fade and monitor. Questionable: confirm fidelity and adjust one variable. Poor: revisit problem analysis and intensify or change the intervention through MTSS.

INITIAL REVIEW: ☐ Continue as designed ☐ Modify ☐ Discontinue	FOLLOW-UP REVIEW: ☐ Continue as designed ☐ Modify ☐ Discontinue
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