

Multi-Tiered System of Supports

Standard Protocol Plan

School Name:	Bair Middle School	Target Group:	Students scoring below proficiency in FAST Reading and Mathematics and students identified through attendance, behavior, and classroom performance data.
Implementation Team:	Principal, Assistant Principals, MTSS Coordinator, Guidance Counselors, School Psychologist, ESE Specialists, Department Chairs, Literacy Coach, Math Coach, and Classroom Teachers.	Gap:	Leadership, Communication & Collaboration, and Three-Tiered Model domains scored 1.0 on the SAM, indicating emerging implementation of MTSS systems

# of students meeting expectation or benchmark:	To be updated following FAST PM1 review	Expectation/Benchmark #1:	FAST Reading Proficiency
Expectation/Benchmark #2:	FAST Mathematics Proficiency	Target Skill/Behavior #1:	Reading comprehension and vocabulary development
Target Skill/Behavior #2:	Mathematical reasoning and problem solving	Goal #1:	Increase FAST Reading proficiency by 5% from PM1 to PM3
Goal #2:	Increase FAST Mathematics proficiency by 5% from PM1 to PM3	Progress Monitoring #1:	FAST PM data, district assessments, classroom data
Progress Monitoring #2:	Attendance, behavior referrals, intervention progress monitoring.		

Intervention Plan	Support Plan	Fidelity Plan	Student Outcome Plan
Who is responsible? General education teachers Reading and mathematics coach Department chairs MTSS Coordinator ESE Support Facilitators	Who will support the interventionist/team? - Administration - Department Chairs - IMT - Guidance Counselors - School Psychologist	Who is responsible? (monitoring implementation) - Administrators - MTSS Coordinator - Reading and mathematics coach - Department Chairs	Who is responsible? - MTSS Team - Administrators - Teachers - Guidance Counselors

	ESE Department		
What will be done? (research/evidence based) - Implement evidence-based Tier 1 literacy and mathematics instructional practices. - Provide 2 small-group interventions in reading and mathematics. - Develop Tier 3 individualized intervention plans for students with significant skill deficits. - Utilize explicit instruction, gradual release, guided practice, vocabulary development, and standards-aligned interventions.	What will be done? (coaching and support) - Conduct MTSS training sessions. - Support teachers during PLCs and common planning. - Review student data and intervention effectiveness. - Provide coaching on intervention implementation and progress monitoring.	What evidence will be collected? (lesson plans & work samples/assessments) - Lesson plans - Intervention logs - Attendance records - Student work samples - Walkthrough documentation - Progress monitoring reports	What data will be reviewed? (include body of evidence) - FAST PM1, PM2, PM3 - District interim assessments - Grades - Attendance - Behavior referrals - Intervention progress monitoring data
When will it occur? (frequency/duration/intensity) - Tier 1 daily instruction. - Tier 2 intervention 3 to 5 times weekly for 30 minutes. - Tier 3 intervention 4 to 5 times weekly for 45 minutes. - Data reviews every four weeks.	When will it occur? - Monthly PLC meetings. - Quarterly MTSS professional development. - Weekly MTSS case reviews.	How often will evidence be reviewed? - Weekly intervention reviews. - Monthly MTSS fidelity checks. - Quarterly leadership reviews.	How will success criteria be determined? (using appropriate data) 5% increase in Reading proficiency. 5% increase in Mathematics proficiency. 10% reduction in discipline referrals. 90% intervention implementation fidelity. - Increased percentage of students responded positively to Tier 2 interventions.
Where will it occur? - General education classrooms. - Intervention classrooms. - ESE support settings. - Extended learning opportunities.	Where will it occur? PLC meetings.	How will you address lack of fidelity? (review intervention/support plan) - Coaching cycles. - Additional professional development. - Revised implementation plans. - Classroom support and observations.	How will you respond to the outcome? - Continue planning if goals are met. - Modify interventions if progress is insufficient after two data review cycles. - Intensify support and consider Tier 3 problem-solving when students fail to respond adequately.

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Outcome: ☐ Continue plan as designed ☐ Continue plan with modifications ☐ Discontinue plan	Outcome: ☐ Continue plan as designed ☐ Continue plan with modifications ☐ Discontinue plan
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Bair Middle School Leadership Team

- Steven Williams, Principal
- Christine Centrone, Assistant Principal
- Emily Visser, Guidance Director (6th grade)
- Melissa Dulcio, Guidance Counselor (8th grade)
- Davanithe Evra, Guidance Counselor (7th grade)
- Cyntevia Pierce, IMT
- Carleen Nelson, ESE Support Facilitator
- Department Chairs (ELA, Math, Science, Social Studies)
- Judith Maroudas, School Psychologist
- Keion Payne, Behavior Support Staff/Technician
- Dr. Tamara Florence, Literacy Coach
- Megan Haywood, Math Coach
- Dorina P. Varsamis, MTSS Coordinator / ESE Specialist