

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

STANDARD PROTOCOL PLAN

Ramblewood Middle School | 2026–2027

School Name

Ramblewood Middle School

Target Group

Students identified through MTSS data, MAP Data as needing Tier 2 reading support.

Expectation / Benchmark #1

Grade-level ELA/Reading comprehension expectation(s) identified from the student's enrolled grade and current data cycle.

Target Skill / Behavior #1

Reading comprehension: determine central/main ideas, make reasonable inferences, and support responses with relevant text evidence.

Goal #1

By the end of the intervention cycle, students will demonstrate at least 80% mastery on targeted grade-level comprehension tasks or improve by at least 20 percentage points from baseline. CFA #1

Progress Monitoring #1

Every 2 weeks using a brief common probe aligned to the comprehension skill; record percentage correct and student-work evidence.

Outcome #1

☐ Continue as designed ☐ Continue with modifications ☐ Discontinue plan. Decision based on trend data and goal criterion.

Implementation Team

Mandel, Nista, Henry, Studstill, Ben-Asher, Meyer, Kirk, Neville, Tatoute, Dearen & Reading Teachers

Students / Gap

20

Expectation / Benchmark #2

Grade-level ELA vocabulary expectation(s) identified from the student's enrolled grade and current data cycle.

Target Skill / Behavior #2

Academic vocabulary: determine meaning of unfamiliar words/phrases using context, word parts, and/or reference resources.

Goal #2

By the end of the intervention cycle, students will demonstrate at least 80% accuracy on targeted academic-vocabulary tasks, or improve by at least 20 percentage points from baseline CFA #2

Progress Monitoring #2

Every 2 weeks using a brief vocabulary probe and/or embedded vocabulary task; record percentage correct and student-work evidence.

Outcome #2

☐ Continue as designed ☐ Continue with modifications ☐ Discontinue plan. Decision based on trend data and goal criterion.

IMPLEMENTATION AND MONITORING

Support Plan

Assigned reading/ELA interventionist, with MTSS team oversight.

Explicit, systematic instruction using modeling, guided practice, feedback, repeated practice, and gradual release with grade-level texts and appropriate scaffolds.

30 minutes, 3 times per week, for an initial 8-week cycle; adjust based on student response.

Consistent intervention setting

If the intervention cannot be delivered as designed, identify the barrier and make a documented correction before interpreting non-response.

Fidelity Plan

Literacy Coach/Reading Department Chair or designated MTSS team member.

Provide planning/coaching support, model strategies as needed, review student data, and assist with adjustments.

Coaching/check-in at least biweekly during the intervention cycle.

During planning/PLC time, classroom observation, or intervention planning sessions.

Provide additional modeling, resources, scheduling support, or coaching as needed.

Student Outcome Plan

Interventionist collects data; MTSS team reviews and documents decisions.

Collect lesson plans, intervention logs, student work samples, progress-monitoring probes, and assessment results.

Review fidelity weekly; review student outcome data every 2 weeks; formal MTSS review at the end of the cycle.

Student data reviewed during scheduled MTSS/Tier meetings and documented in the school's approved system.

If progress is insufficient despite adequate fidelity, verify data and consider changes in intensity, grouping, strategy, or level of support.

Intervention Plan

Who is responsible? MTSS Coordinator and/or Reading Teachers

What will be done? Provide explicit, systematic, research-based reading instruction focused on the identified skill deficits, using modeling, guided practice, corrective feedback, and gradual release of responsibility. Students will receive targeted practice with grade-level texts and ongoing opportunities to apply the skill independently.

When / frequency / intensity? 2 times a week – 40-minute class period

Where will it occur? Small group setting with Mandel or in reading classrooms

How will lack of fidelity / outcome be addressed? Analyze data to find causes then add training, coaching, or extra guidance.