Multi-Tiered System of Supports

Standard Protocol Plan

School Name:	Tequesta Trace Middle School	**Target Group:**	Math & Reading/ELA students without a PMP or IEP with level 1 or 2	
Implementation Team:	CPST – Melyssa Silva (MTSS Coordinator), Selima Mignott-Watson (AP), Kristy Rosario (Literacy Coach) AND teachers assigned to students	**Gap:**	ELA: overall learning gains 69% to 71% and lowest quartile gains 63% to 65%. Math: learning gains 69% to 73% and proficiency 85% to 87% by FAST PM3.	

# of students meeting expectation or benchmark:	ELA Last Year PM1 60% proficiency ELA This Year PM1 67% proficiency +7 points Math Last Year PM1 47% proficiency Math This Year PM1 49% proficiency +2 points	**Expectation/Benchmark #1:**	ELA: 71% overall learning gains and 65% learning gains for students in the lowest quartile on FAST PM3.
Expectation/Benchmark #2:	Math: 73% learning gains and 87% proficiency (Level 3 or above) on FAST PM3.	**Target Skill/Behavior #1:**	ELA: standards-aligned vocabulary and reading comprehension, including fluency, main idea, and inference.
Target Skill/Behavior #2:	Math: prerequisite skills and concepts identified through FAST PM1/PM2, formative assessments, and exit tickets.	**Goal #1:**	By May 2027, increase ELA overall gains from 69% to 71% and lowest-quartile gains from 63% to 65%, measured by FAST PM3.
Goal #2:	By May 2027, increase math learning gains from 69% to 73% and proficiency from 85% to 87%, measured by FAST PM3.	**Progress Monitoring #1:**	ELA: FAST PM1–PM3, standards-aligned common formative assessments, reading tasks, writing samples, and quarterly data chats.
Progress Monitoring #2:	Math: FAST PM1–PM3, common formative assessments, exit tickets, and classroom performance; review in PLCs/data chats.		

Intervention Plan	Support Plan	Fidelity Plan	Student Outcome Plan
Who is responsible? ELA and math teachers assigned to eligible students; literacy coach Kristy Rosario and math department chair Karen Adams coordinate subject support.	Who will support the interventionist/team? MTSS coordinator Melyssa Silva, AP Selima Mignott-Watson, literacy coach Kristy Rosario, math chair Karen Adams, and administrators.	Who is responsible? (monitoring implementation) Teachers document delivery; literacy coach, math chair, administrators, and the CPST/MTSS team review implementation.	Who is responsible? ELA and math teachers collect student data; coaches, administrators, and the CPST/MTSS team review outcomes.

What will be done? (research/evidence based) ELA: explicit, standards-aligned vocabulary instruction; flexible small groups for fluency, main idea, and inference. Math: brief daily spiral review and number talks; data-based small-group reteaching or enrichment with explicit modeling.	What will be done? (coaching and support) Coaches and department leads support planning, modeling, professional learning, and feedback on vocabulary instruction, small groups, math spiral review, and use of assessment data; PLCs coordinate common assessments and data chats.	What evidence will be collected? (lesson plans & work samples/assessments) Collect lesson plans, intervention/grouping records, student attendance or participation, walkthrough notes and small-group checklists, student work, exit tickets, and common formative assessment results.	What data will be reviewed? (include body of evidence) Review FAST PM1/PM2/PM3, standards-aligned ELA and math common formative assessments, reading and writing samples, math exit tickets, classroom performance, and progress for students in the lowest quartile.
When will it occur? (frequency/duration/intensity) Throughout 2026–27, through May 28, 2027: ELA explicit instruction and flexible groups during regular instruction; math brief daily spiral review/number talks and recurring targeted small groups. Adjust intensity using student data.	When will it occur? Planning and coaching during the school year; classroom feedback and PLC review regularly, with student goal-setting/data chats quarterly.	How often will evidence be reviewed? Teachers check implementation during instruction and review results in PLCs; coaches and administrators review lesson plans and classroom walkthrough evidence regularly.	How will success criteria be determined? (using appropriate data) Compare PM3 with SIP targets: ELA gains 71%, lowest quartile gains 65%; math gains 73%, proficiency 87%. Also examine interim assessments and work for individual growth.
Where will it occur? General education ELA and math classrooms, with flexible small-group instruction in class or designated intervention time.	Where will it occur? ELA/math classrooms, team planning or PLC meetings, coaching sessions, and schoolwide data chats.	How will you address lack of fidelity? (review intervention/support plan) If planned strategies or frequency are missing, identify the barrier with the teacher, provide modeling/coaching or resources, revise scheduling and grouping, and recheck delivery.	How will you respond to the outcome? Continue effective supports; change skill focus, grouping, strategy, or intensity when data show limited growth; discontinue targeted support when benchmarks are sustained. Record each decision at review.

Outcome: ☐ **Continue plan as designed** ☐ **Continue plan with modifications** ☐ **Discontinue plan**	**Outcome:** ☐ **Continue plan as designed** ☐ **Continue plan with modifications** ☐ **Discontinue plan**