Multi-Tiered System of Supports

Standard Protocol Plan

School Name:	SILVER TRAIL MIDDLE SCHOOL	**Target Group:**	Bottom quartile students in ELA
Implementation Team:	MTSS Team, reading and ELA teacher	**Gap:**	

# of students meeting expectation or benchmark:	196 students	**Expectation/Benchmark #1:**	ELA.K12.EE.2.1
Expectation/Benchmark #2:	ELA.V.1.1,1.2 and 1.3	**Target Skill/Behavior #1:**	Increase reading comprehension
Target Skill/Behavior #2:	Increase vocabulary comprehension	**Goal #1:**	By the end of the grading period, the student will improve reading comprehension by identifying the central idea, making inferences, and citing relevant text evidence from grade-level passages.
Goal #2:	By the end of the grading period, the student will improve vocabulary skills by determining the meaning of unknown words and phrases using context clues, word parts (prefixes, suffixes, and roots), and reference materials	**Progress Monitoring #1:**	CFA's and teacher created assessments
Progress Monitoring #2:	CFA's and teacher created assessments		

Intervention Plan	Support Plan	Fidelity Plan	Student Outcome Plan
Who is responsible? Students in grades 6–8 who have been identified as performing in the bottom quartile in English Language Arts will receive targeted intervention.	**Who will support the interventionist/team?** The literacy coach, reading teachers, and ELA teachers will support the implementation of the intervention.	**Who is responsible?** (monitoring implementation) Support will occur within general education and intensive reading classrooms, as well as during collaborative planning meetings.	**Who is responsible?** The literacy coach, reading teachers, ELA teachers, and MTSS team will review student progress and intervention outcomes.
What will be done? (research/evidence based) Students will participate in small-group instruction focused on	**What will be done?** (coaching and support) Teachers will receive coaching, instructional resources, modeling, and	**What evidence will be collected?** (lesson plans & work samples/assessments) Evidence will include CFA results, teacher-created assessments, Data Chat feedback forms,	**What data will be reviewed?** (include body of evidence) The team will review CFA results, teacher-created assessments, Data Chat feedback forms, progress-monitoring data,

reading comprehension strategies and explicit vocabulary instruction.	feedback aligned with the goals and instructional strategies of the intervention.	lesson-planning evidence, and classroom walkthrough observations.	student work samples, and informal classroom observations.
When will it occur? (frequency/duration/intensity) Intervention will be provided three times per week for 30 minutes over a period of six to eight weeks.	**When will it occur?** Support will be provided during PLC meetings, common planning periods, and scheduled coaching sessions.	**How often will evidence be reviewed?** During MTSS meetings, the team will review student-performance data and implementation evidence to determine whether the intervention is being delivered consistently and producing the intended results.	**How will success criteria be determined?** (using appropriate data) The intervention will be considered successful when students demonstrate progress by earning a score of 70% or higher across three consecutive data points.
Where will it occur? Intervention will take place within core academic classes during designated small-group rotations.	**Where will it occur?** Support will occur within general education and intensive reading classrooms, as well as during collaborative planning meetings.	**How will you address lack of fidelity?** (review intervention/support plan) When implementation concerns are identified, teachers will receive individualized coaching, instructional modeling, collaborative planning support, or co-teaching assistance from the literacy coach.	**How will you respond to the outcome?** Students who demonstrate sufficient progress may continue with classroom-level support and ongoing monitoring. Students who do not demonstrate sufficient progress will receive an adjusted intervention, which may include changes to group size, instructional strategies, frequency, duration, or intensity. Individual and class celebrations will be used to recognize student growth and achievement.

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