

Secondary Reading Implementation Protocol

General Procedures

How often will the Collaborative (MTSS) team meet?

What is the procedure for students who enter school mid-term?

When should school staff contact parents?

Who can teachers ask for help?

What are the universal screening procedures?

Tier 1 - Core instruction

Building Wide Strategy:

Tier 2 and 3 Reading Intervention

Tier 2/3 Curriculum Protocol for Reading:

	<i>Name of Curriculum</i>	<i>Entry Criteria</i>	<i>Data to Monitor Progress</i>	<i>Exit Criteria</i>
Phonics				
Fluency (includes vocabulary and comprehension)				
Vocabulary and Comprehension				
Tier 3 Comprehensive				

Length of Tier 2 intervention sessions:

Length of Tier 3 intervention sessions:

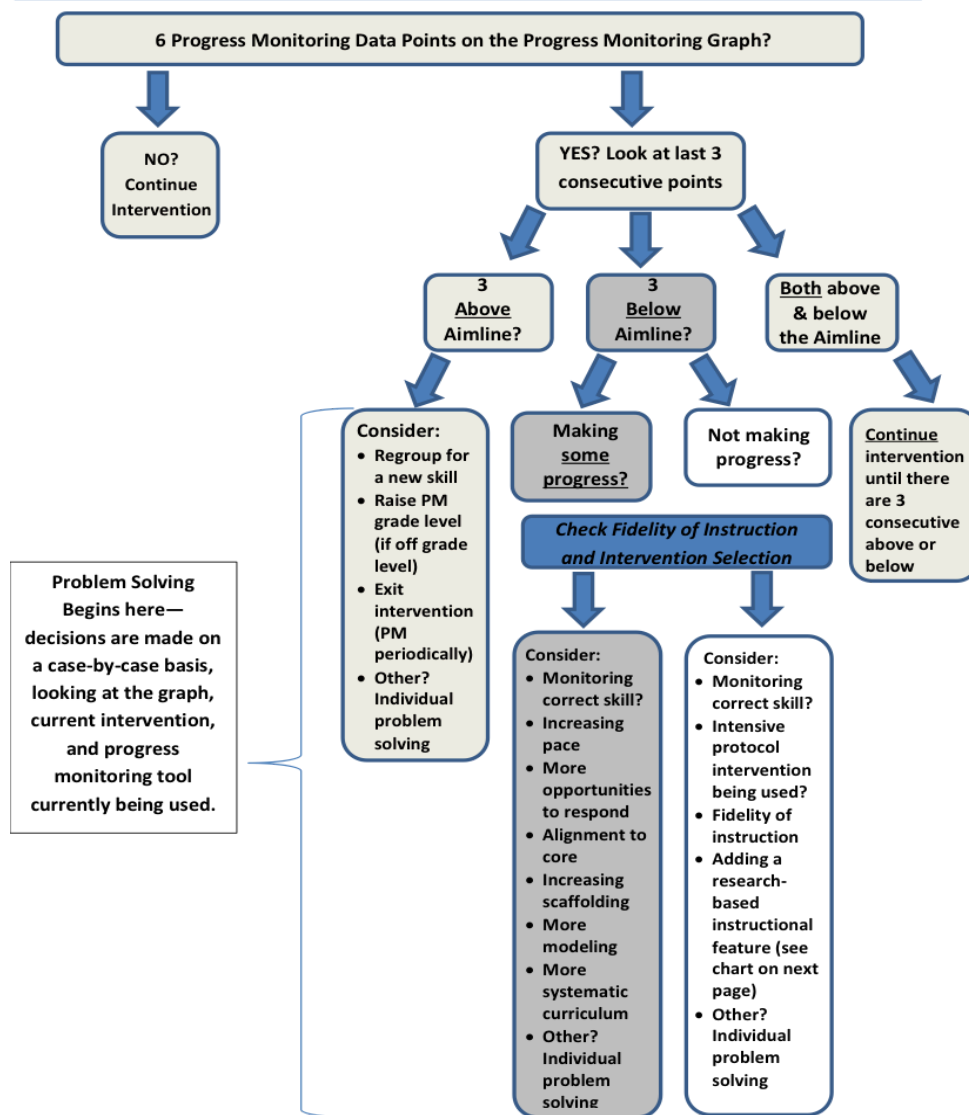
Number of sessions per week:

Who provides intervention(s):

Progress-monitoring Procedures

Data-based Decision Making Procedures

Kansas MTSS Progress Monitoring Decision Tree



If a student is not making adequate progress

Instruction	Curriculum
• Fidelity of Instruction • Modeling and guided practice prior to independent practice (I Do, We Do, You Do) • Explicit Teaching • Opportunities to respond • Sufficient questioning, check for understandings • Sufficient practice	• Appropriate match between learner and intervention • Appropriate rate of progress to reach goal • Instructional focus based on diagnostic process • Variety of Interests • Teaches skills to mastery • Appropriate independent work activities
Setting	Individual
• Classroom routines/behavior management support learning • Appropriate person teaching the intervention group • Transitions are short and brief • Academic learning time is high	• Motivation • Task persistence • Attendance • Pattern of performance errors reflect skill deficits • Commitment to school

Attachments to this document include: