MTSS and Academics

The interventions should enhance the learning that is occurring in the Tier I classroom, address identified weaknesses in basic skills, and accelerate learning toward individual expectations. Continuous monitoring of the implementation of the intervention (fidelity) and progress monitoring data is critical to shaping the impact on student achievement. Schools have the responsibility to use scientifically researched and evidence-based intervention procedures to give students the best opportunities to succeed.

Specified interventions may include research or evidence-based interventions which are specialized in being specific to identifying certain individual students or groups of students with particular types of academic and behavioral problems. Research based and evidence-based interventions are evaluated with sound experimental designs that result in providing evidence of socially significant behavior changes.

Interventions can be categorized into three groups: scientifically proven, research based, and evidence-based.

Scientifically proven interventions mean that scientific results have already been published in peer reviewed journals using the scientific rigor described in the definition from NCLB (see chapter 3). Research-based interventions mean the methods, content, materials, etc. were developed in guidance from the collective research and scientific community. Evidence-based interventions indicate that specific data is available that shows the intervention improves student outcomes.

Interventions at Tier I include the instructional practices and tools available for the teacher to use in the general education classroom. Teachers routinely address student needs and environmental factors to create the optimal learning environment. Tier I supports and interventions include:

Instructional	Behavioral
Instructional Practices:	
• Gradual release of responsibility • Checking for understanding • Fluid and flexible grouping • Lesson pacing • Collaborative work with peers • Modeling of lessons • Differentiation of instruction • Student feedback • Leveled texts • Culturally Responsive Instruction • Positive specific Praise • Opportunities to Practice • Instructional Circles • Peer Teaching • Cooperative Teaching • Visible Learning Strategies and Techniques	• Review and Instruction in Student Code of Conduct • Differentiated Instruction in schoolwide and/or classroom behavioral expectations • Social skills training • Culturally Responsive Behavioral Instruction • Parent/ Student/ Teacher Conferences • Home visits • DSS/ child abuse/neglect awareness • Student – Teacher Conferences • Case findings (i.e. Child Find) • Awareness and education workshops and assemblies (i.e. attendance, support services, code of conduct, bullying, etc.) • Classroom rules review • Conscious Discipline • Trauma Informed Practices • Positive Specific Praise Restorative Practices & Restorative Circles

It is critical to respond to student performance in all classroom learning environments. Student success is dependent on the teacher's ability to identify areas of concentration, scaffold the learning for the individual to reach the expectation, and solidify the new learning.

Interventions at Tier II are typically standard protocols employed by the district to address the learning and/or behavioral needs of identified students beyond the support and core instruction students receive in Tier I. These protocols are typically implemented in a specific sequence, based on evidence and research-based resources available in the school. For example, at Richland One, students who are identified as needing additional reading support will go to a specified intervention based on their needs. During the intervention block, the teacher uses specific evidence and research-based practices to address students' needs, while keeping a clear focus on the state standards, grade level expectations in the content areas, and transfer of learning to the general classroom.

Collaboration between the intervention teacher and the general teacher team is required. During the intervention, progress monitoring is used to determine the student's response to the intervention. The progress monitoring tool and frequency of implementation are collaboratively determined by the teaching team and the intervention teacher. Based on the progress monitoring data, the school standard protocol process may require individual students to continue in the intervention, move to another Tier II intervention, or move to Tier I interventions. For a few students, the data team may consider the need for Tier III interventions based on individual responses to Tier II interventions. Tier II supports and interventions include:

Instructional	Behavioral
Instructional Practices:	
• Gradual release of responsibility • Checking and understanding • Fluid and flexible small group • Lesson pacing based on frequency and endurance • Collaborative work with peers • Modeling of lesson for learning • Differentiation of instruction • Student feedback • Leveled texts • Visible Learning Strategies and Techniques	• Workshops, seminars, Parent Universities • Functional Assessment Checklist (FACT) for Teachers and Staff • Behavior Contracts • Coordinate Crisis Intervention Team Training and Meeting • Attendance Intervention Plans (AIPs) • Group and individual interventions (i.e. problem solving, anger management, self- regulation, bullying prevention, study skills) • 504 Referral • Mentoring programs • ISS (Solution Center) • Check-In/Check-Out • ECAT Referral • Restorative Conferences

Interventions at Tier III are tailored to the individual, and in some cases, small group (maximum of three students). The MTSS team should implement evidence and research-based protocols and aggressively monitor the student's response to intervention and the transfer of learning to the general classroom.

Tier III supports and interventions include:

Instructional	Behavioral
Instructional Practices:	
• Seating Arrangements • Fluid and Flexible Grouping • Lesson Pacing • Collaborative Work • Demonstrations of Learning • Differentiation of Instruction • Student Feedback • Leveled Texts	• Parent Support Group (i.e. Family Solutions) • Referral to Section 504 Team • Transitions Planning for Students and Parents • Crisis Intervention Services • Home Visits/Parent Teacher Conferences • MTSS Multi-disciplinary Teams for General and/or Special Education Services/Needs • Facilitate and Collaborate with Teachers and Administrators on Effective Academic and Behavioral Strategies and Interventions for Students • School-based Mental Health Referral • DSS Referrals (for abuse/neglect) • Transition/re-entry Services • Group/individual Intervention and Counseling • McKinney-Vento • MTSS Team Meeting • Progress Monitoring • Project READY (Richland County Sheriff Department) • Mentoring / Shadowing • Outside Community Services • Behavioral Contracts • Referral to STEP Program (Pre-school), RESET Program (Elementary), or Olympia Learning Center (Secondary), Excel Flexible Learning Academy (Secondary), Adult Ed. (High School)

RICHLAND ONE
ENGAGE • EDUCATE • EMPOWER

ELA Tiered Interventions

Tier I- Core Instruction-provides high-quality instruction and support using scientific, researched-based programs and frameworks that align to State standards and best practices proven to be effective for **all** students.				
Intervention	**Grade Level**	**Personnel**	**Resources**	**Progress Monitoring**
Language Comprehension Reading (Small Group) **Supporting:** *Fluency *Comprehension *Word Study	K-5	Classroom Teacher	*Fountas and Pinnell Guided Reading Leveled Texts *Learning A-Z Lessons *Lexia Core 5 *Literacy Continuum	*Running Records from Guided Reading books *Learning A-Z running records
i-Ready i-Ready Personalized Instruction	K-5	Classroom Teacher	i-Ready i-Ready Personalized Instruction	i-Ready i-Ready Personalized Instruction i-Ready Literacy Tasks (K-2)
Tier II-Targeted Intervention- includes Tier I instruction and additional, more focused supports and targeted interventions for students who continue to need support beyond Quality Core Instruction. Student progress continues to be monitored towards a specific goal.				
Intervention	**Grade Level**	**Personnel**	**Resources**	**Progress Monitoring**
Strategy Groups **Supporting:** *Fluency *Comprehension *Word Study	K-5	Classroom Teacher	*Reading/Writing Strategy Books *Literacy Continuum *Learning A-Z Lessons *Lexia Core 5 * i-Ready Personalized Instruction	*Learning A-Z running records *Fountas and Pinnell Word Study assessments *Standards-based strategy assessments * i-Ready Personalized Instruction *i-Ready Literacy Tasks (K-2)
Orton Gillingham **Supporting:** *Phonological awareness *Phonics (encoding/decoding) *Fluency *Vocabulary *Comprehension	K-5	Classroom Teacher **(Must be trained)**	*Blending and Routine Materials *Assessment Manual and Teacher's Guides	*IMSE Assessment Manual *Phonological awareness assessment tools

Wonders Leveled Readers **Supporting:** **Phonological awareness *Phonics (encoding/decoding) *Fluency	K-5	Classroom Teacher	* Wonders Tier II Intervention * Wonders Leveled Readers	*Running records *Phonological awareness assessment tools

Tier III- Intensive Intervention- provides interventions that are more focused, intensive, and longer in duration in addition to the support received in Tiers I and II. Academic and behavioral supports adjust to the student's response to Quality Core Instruction and previous interventions. Progress monitoring is more intensive for those students with greater academic or behavioral needs and for those considered for a different placement.

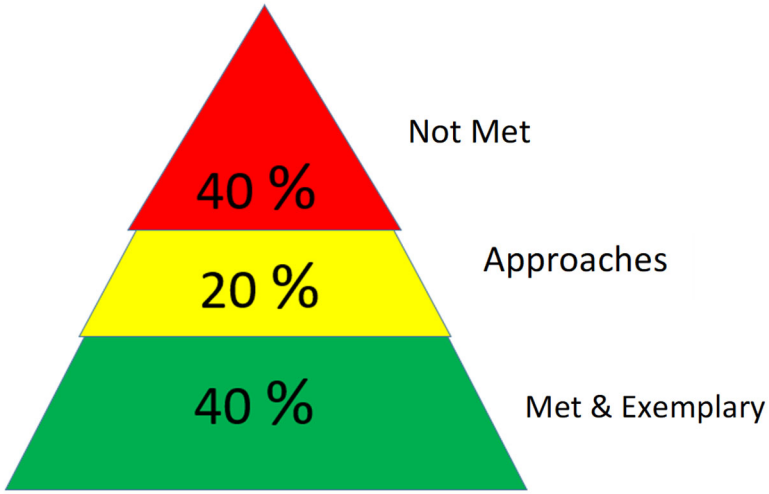
Intervention	Grade Level	Personnel	Resources	Progress Monitoring
Reading Recovery	K-5	Interventionist **(Must be trained)**	*Reading Recovery materials	*Running records *Reading Recovery assessments
Orton-Gillingham **Supporting:** *Phonological awareness *Phonics (encoding/decoding) *Fluency *Vocabulary *Comprehension	K-5	Interventionist **(Must be trained)**	*Blending and Routine Materials *Assessment Manual and Teacher's Guides	*IMSE Assessment Manual *Phonological awareness assessment tools
Wilson Language **Supporting:** *Phonics *Phonemic awareness *Fluency *Comprehension *Vocabulary	K-5	Interventionist **(Must be trained)**	*Wilson Language Kit	*Wilson Assessments

Any student may receive services in any given tier given their academic needs. Students can move between tiers as their academic needs change.

2026-2027 Tiered Math Interventions
Grade K-5

Tier I- Core Instruction-provides high-quality instruction and support using scientific, researched-based programs and frameworks that align to state standards and best practices proven to be effective for **all** students.				
Intervention	**Grade Level**	**Personnel**	**Resources**	**Progress Monitoring**
Conduct, compile and evaluate Universal Screening Data: If student **does** meet standard on the Universal Screening and/or grade level standards: ☐ Continue Quality Core Instruction ☐ Provide and monitor targeted differentiated instruction(s). ☐ Meet in grade level/department PLCs to review data and plan for differentiation.	K-5	Classroom Teacher	District Instructional Guides Math in Practice Hands-on-Standards iReady	iReady (Pre-requisite Reports) (2-5 Comprehension Checks, Pre-requisite Reports) Personalized Instruction
Intervention	**Grade Level**	**Personnel**	**Resources**	**Progress Monitoring**
Tier II-Targeted Intervention- includes Tier I instruction and additional more focused supports and targeted interventions for students who continue to need support beyond Quality Core Instruction. Student progress continues to be monitored towards a specific goal.				
☐ Implement and monitor Tier 2 interventions. (Instruction should occur outside of the regular instructional time, but during the school day). ☐ Progress monitoring documentation is entered into Enrich by the classroom teacher. ☐ For more information refer to the MTSS document.	K-5	Classroom Teacher	District Instructional Guides Math in Practice Hands-on-Standards iReady	iReady (Pre-requisite Reports) (2-5 Comprehension Checks, Pre-requisite Reports) Personalized Instruction

Intervention	Grade Level	Personnel	Resources	Progress Monitoring
Tier III- Intensive Intervention- provides interventions that are more focused, intensive, and longer in duration in addition to the support received in Tiers I and II. Academic and behavioral support adjusts to the student's response to Quality Core Instruction and previous interventions. Progress monitoring is more intensive for those students with greater academic or behavioral needs and for those considered for a different placement.				
☐ Implement and monitor Tier III instruction. (Instructions beyond the regular instructional time during the school day) ☐ Interventionists will monitor student progress. ☐ Interventionist monitors students' progress for 6 weeks. ☐ Progress monitoring documentation is entered into the district academic platform by the interventionist/teacher. ☐ If the student is not progressing, he/she should be recommended to the MTSS Team for modified or different Tier III Interventions. The MTSS team may recommend the student to receive additional district provided services.	K-5	Interventionist	Number Worlds iReady	Number Worlds Assessments iReady (Pre-requisite Reports) (2-5 Comprehension Checks, Prerequisite Reports) Personalized Instruction



2025 Fall STAR Data All Grades 1-8

RICHLAND ONE
OFFICE OF SECONDARY EDUCATION

Tiered Secondary ELA & Math Support

ELA

Universal Screener	STAR is the universal screener for grades 6-8. STAR Reading is part of a comprehensive early literacy suite used universal screening and instructional planning. It assesses vocabulary, comprehension, and fluency using grade-level text passages. STAR Reading is an optional assessment for Grades 9-12.		
Tier	**Resource Description**	**Intended Usage**	**Additional Tips**
Tier I Core Instruction	**Secondary ELA Instructional Framework** The Secondary ELA Framework provides guidance on student-centered learning in a secondary ELA classroom.	The framework is designed to be fluid instead of linear. Depending upon the time frame of the class and where students are within the learning will determine on which component(s) a teacher will spend time. While the framework does provide flexibility; teachers are expected to provide a connection and closure to the lesson daily. **Targeted Audience:** 6-12 ELA students	Every skill that students learn should be modeled by the teacher through strategically thinking aloud. Teachers should be conferring with students during independent reading time to get to know their learners. Students should be given the opportunity to write for different purposes, audiences, and tasks.
	ELA Curriculum Guides The fundamental purpose of curriculum is to ensure that students receive integrated, coherent learning experiences that contribute to their personal and academic development. Curriculum is revised yearly and based on teacher feedback. The revisions to the curriculum are meant to incorporate new/existing resources, ensure alignment between indicators, instruction, and assessment, and enhance the teaching and learning process.	The ELA curriculum guides are organized by nine weeks. Each unit has a theme, essential questions, time frame, writing focus, indicators, deconstructed indicator statements, suggested texts, additional resources, academic vocabulary, and periodic district common formative assessments. **Targeted Audience:** 6-12 ELA students	Teachers are provided with "Suggested Texts." There is one selection from the MyPerspectives textbook (grades 9-12) and StudySync (grades 6-8), as well as other suggested texts. Weeks are divided by: Weeks 1-2, Weeks 3-5, Weeks 5-6, Weeks 7-9. In each new set of weeks, a minimum of two strategies that align to the indicators are offered.
	StudySync **StudySync** is the district adopted textbook for grades 6-8.	**StudySync** is a textbook comprised of six units, which include a rich variety of types of complex texts and text-dependent questions which require critical analysis of text. **Targeted Audience:** 6-8 ELA students	Teachers and students are provided digital access to appropriate textbooks.

	MyPerspectives **MyPerspectives** is the district adopted textbook for grades 9-12.	**MyPerspectives** is a textbook comprised of five units, which include a rich variety of types of complex texts and text-dependent questions which require critical analysis of text. **Targeted Audience:** 9-12 ELA students	Teachers and students can access their online textbook through ClassLink.
Tier II Strategic evidence-based instruction in addition to core	**Middle School Reading Lab** Reading Lab is an elective intervention course intended to provide additional support to struggling readers in Middle School. Reading Lab serves as a Tier 2 intervention by providing targeted, supplemental instruction in fluency, vocabulary development, comprehension, and writing foundations for students who require additional support beyond core ELA instruction. Instruction is guided by student data and focuses on addressing specific literacy skill deficits through targeted intervention and progress monitoring.	Instruction focuses on specific targeted areas of intervention: fluency, vocabulary development, comprehension, and writing foundations. **Targeted Audience:** Grades 6-8 students who meet the Reading Lab Placement Criteria. **IXL** IXL is provided at the middle level for students who meet the Reading Lab Placement Criteria and currently rostered in Middle School Reading Lab. IXL is an adaptive learning platform used to supplement instruction as well as offer personalized skill practice. IXL can serve as a Tier 2 resource by providing targeted, data-driven skill practice and progress monitoring for students who need supplemental support beyond core instruction, allowing teachers to address specific reading deficits through flexible intervention groups.	Grade 6: Course #17994100 Grade 7: Course # 27994100 Grade 8: Course #17994100 Middle School Reading Lab Teachers and Students can access their IXL accounts using ClassLink.

	Newsela https://newsela.com/ **Newsela** is an online news-as-literacy platform that features current, high-interest articles on everything from current events to myths and legends and from literature to science.	Content is updated daily, with stories from a wide range of sources (from the Associated Press to Scientific American to the Washington Post) in both English and Spanish. In addition, all articles are available in five Lexile levels, ranging (roughly) from third to 12th grade. Each leveled text features a quiz tailored to that article plus a writing prompt that asks students to write and respond to what they've read -- some articles also include vocabulary words. **Targeted Audience:** 6-12 students	Teachers and Students can access Newsela using ClassLink.
	High School Reading Seminar Reading Seminar is an elective course intended to provide intentional support for English 1 and English 2 students. Reading Seminar serves as a Tier 2 intervention by providing targeted, supplemental support for students who need additional assistance developing comprehension, vocabulary, and critical thinking skills beyond core English instruction. Through knowledge-building experiences, authentic texts, and aligned District Common Formative Assessments, teachers can identify and address specific literacy needs while supporting access to grade-level content.	Reading Seminar instruction focuses on building students' background knowledge through meaningful engagement with authentic, content-rich texts while strengthening comprehension, vocabulary, and critical thinking. Additionally, aligned District Common Formative Assessments help teachers identify unfinished learning from previous grade levels, target specific literacy gaps, and provide instruction that supports stronger vertical alignment and continued growth with increasingly complex texts. **Newsela** Newsela is the suggested resource to use in Reading Seminar. Newsela is available to secondary students, Grades 6-12. Newsela can serve as a Tier 2 resource by providing targeted, data-informed support through differentiated texts, small-group instruction, and ongoing progress monitoring that addresses specific reading comprehension, vocabulary, and knowledge-building needs.	Reading Seminar 1: (Grade 9) Course #309931CW Reading Seminar 2: (Grade 10) Course #309932CW Reading Seminar Teachers and Students can access Newsela using ClassLink.

Tier III Intensive level of academic support, providing individualized, data-driven instruction for students who have not responded adequately to Tier 1 and Tier 2 interventions	**High School Reading Seminar** Reading Seminar is an elective course intended to provide intentional support for English 1 and English 2 students. Reading Seminar serves as a Tier 3 intervention when instruction is intensified to address significant reading difficulties through targeted, data-driven support.	Reading Seminar instruction focuses on building students' background knowledge through meaningful engagement with authentic, content-rich texts while strengthening comprehension, vocabulary, and critical thinking. Additionally, aligned District Common Formative Assessments help teachers identify unfinished learning from previous grade levels, target specific literacy gaps, and provide instruction that supports stronger vertical alignment and continued growth with increasingly complex texts. **Newsela** Newsela is the suggested resource to use in Reading Seminar. Newsela is available to secondary students, Grades 6-12. Newsela can serve as a Tier 3 resource when teachers use its differentiated Lexile levels, targeted text sets, embedded assessments, and progress-monitoring data to provide individualized, intensive reading intervention tailored to students' specific comprehension, vocabulary, and knowledge-building needs.	Reading Seminar 2: (Grade 10) Course #309932CW Reading Seminar Teachers and Students can access Newsela using ClassLink.
	Middle School Reading Lab Reading Lab is an elective intervention course intended to provide additional support to struggling readers in Middle School. Reading Lab serves as a Tier 3 intervention by providing intensive, individualized literacy support for students with significant reading difficulties through targeted instruction, personalized practice, and data-driven intervention designed to accelerate growth in foundational reading skills and comprehension.	Instruction focuses on specific targeted areas of intervention: fluency, vocabulary development, comprehension, and writing foundations. **Targeted Audience:** Grades 6-8 students who meet the Reading Lab Placement Criteria. **IXL** IXL is provided at the middle level for students who meet the Reading Lab Placement Criteria and currently rostered in Middle School Reading Lab. IXL is an adaptive learning platform used to supplement instruction as well as offer personalized skill practice. IXL is considered Tier 3 because it provides intensive, individualized intervention for students with significant reading challenges.	Grade 6: Course #17994100 Grade 7: Course #27994100 Grade 8: Course #17994100 Middle School Reading Lab Teachers and Students can access their IXL accounts using ClassLink.

Math

Universal Screener	STAR is the universal screener for grades 6-8. STAR Math is part of a comprehensive universal screener and used for data driven instructional planning. STAR Math is an optional assessment for Grades 9-12.		
Tier	**Resource Description**	**Intended Usage**	**Additional Tips**
Tier I Core Instruction	**Secondary Math Instructional Framework** The Secondary Math Instructional Framework is intended to provide a framework for the secondary Math classroom. To support the implementation of the Secondary Mathematics Instructional Framework, a Look Fors document has been developed. This document is focused on teacher and student behaviors and can be used to provide specific feedback to teachers for reinforcement and refinement.	The model offers flexibility. Teachers are expected to ensure that each lesson includes both a clear connection and closure daily. **Targeted Audience:** 6-12 ELA students	Every skill that students learn should be modeled by the teacher at the appropriate phase of the instructional framework. Teachers should formatively assess the students continuously to help plan instructional moves. Students should be given the opportunity to express proficiency in a variety of ways.
	Math Curriculum Guides It is the expectation That all 6-12 utilize these as a resource to plan for impactful instruction and to seek out unique and differentiated ways to reach every child. The curriculum documents were developed using the *South Carolina College-and-Career Ready Mathematics Standards* to include a *Year-at-a-Glance* and a *Curriculum Guide* per course. The *Year-at-a-Glance* provides teachers with an overview of the instructional units across the year the curriculum guides are designed to support math teachers with sequencing and suggested pacing to construct lessons that address the specific needs of various students.	The math curriculum guides are organized by nine weeks. Each unit has indicators, academic vocabulary, and suggested days for delivering each unit of instruction. District common formative assessments are available in Mastery Connect for all middle school courses Geometry with Statistics and Algebra 1. **Targeted Audience:** 6-12 Math students	The curriculum documents are available in the Secondary Math Teams.

	Reveal (McGraw-Hill) **Reveal (McGraw-Hill)** is the district adopted textbook for grades 6-8.	**Reveal (McGraw-Hill)** is the textbook for the districts 6^{th} – 8^{th} grade course along with the gifted and accelerated middle school course	Reveal can be accessed through ClassLink.
	Envision (SAVVAS) **Envision (SAVVAS)** is the district adopted textbook for Geometry with Statistics, Algebra 1, and Algebra 2 with Probability	**Envision (SAVVAS)** is the series for Geometry with Statistics, Algebra 1, and Algebra 2 courses offered in both middle and high school.	Envision can be accessed through ClassLink.
	ALEKS **ALEKS** is an adaptive research-based, online learning program. It helps students master course topics through a continuous cycle of mastery, knowledge retention, and positive feedback.	**ALEKS** Students should work on their personalized pathway in ALEKS to ensure that their identified academic needs are being addressed. **Targeted Audience:** 6-8 Math students and Geometry with Statistics, Algebra 1, and the accompanying strategies classes for these high school courses.	Teachers and students can access **ALEKS** through ClassLink.
	Delta Math **Delta Math** is a research-based, online learning program for upper-level math of Algebra 2 with Probability and beyond. It supports students master course topics through a continuous cycle of mastery, knowledge retention, and positive feedback	**Delta Math** This resource should be used to assist teachers with providing targeted instruction for any identified academic gaps of the student. **Targeted Audience:** (Optional) 9-12 Math students	Teachers and students can access **Delta Math** through ClassLink.

Tier II Strategic evidence-based instruction in addition to core	**ALEKS** **ALEKS** is an adaptive research-based, online learning program. It helps students master course topics through a continuous cycle of mastery, knowledge retention, and positive feedback.	**ALEKS** Students should work on their personalized pathway in ALEKS to ensure that their identified academic needs are being addressed. **Targeted Audience:** Grade 6-Algebra 1	Teachers and students can access **ALEKS** through ClassLink.
	Delta Math **Delta Math** is a research-based, online learning program for upper-level math of Algebra 2 with Probability and beyond. It supports students master course topics through a continuous cycle of mastery, knowledge retention, and positive feedback **Delta Math**- is primarily a Tier 1 resource but could be used to support Tier 2 instruction.	**Delta Math** This resource should be used to assist teachers with providing targeted instruction for any identified academic gaps of the student. **Targeted Audience:** (Optional) 9-12 Math students	Delta Math can be accessed through ClassLink.
	Mathematics Assistance Mathematics Assistance is an elective course designed to provide targeted support for students who need additional mathematics instruction beyond the core classroom. Through data-informed instruction and ongoing progress monitoring, students strengthen foundational skills and build confidence in mathematics.	Mathematics Assistance is a Tier 2 intervention because it provides targeted, data-informed support for students who need additional mathematics instruction beyond the core classroom to address identified skill gaps and accelerate learning. Teachers should provide targeted, data-informed intervention focused on identified skill gaps through small-group instruction, personalized learning opportunities, and ongoing progress monitoring to support success in grade-level mathematics.	**Mathematics Assistance:** Grade 6: Course #11016300 Grade 7: Course #21017300 Grade 8: Course #21018300 Please reach out to the Office of Secondary Education Math Consultant for additional resources provided for this course.

Tier III Intensive level of academic support, providing individualized, data-driven instruction for students who have not responded adequately to Tier 1 and Tier 2 interventions	**Mathematics Assistance** **Mathematics Assistance** is an elective course designed to provide targeted support for students who need additional mathematics instruction beyond the core classroom. Through data-informed instruction and ongoing progress monitoring, students strengthen foundational skills and build confidence in mathematics.	Mathematics Assistance can be considered Tier 3 because it provides intensive, individualized instruction for students with significant mathematics needs who have not responded adequately to core instruction and targeted interventions. The course uses assessment data to identify specific skill deficits, delivers highly focused intervention tailored to individual student needs, and includes frequent progress monitoring to measure growth and inform instructional adjustments while students continue to engage with grade-level mathematics content. Teachers should provide targeted, data-informed intervention focused on identified skill gaps through small-group instruction, personalized learning opportunities, and ongoing progress monitoring to support success in grade-level mathematics.	**Mathematics Assistance:** Grade 6: Course #11016300 Grade 7: Course #21017300 Grade 8: Course #21018300 Please reach out to the Office of Secondary Education Math Consultant for additional resources provided for this course.

RICHLAND ONE
OFFICE OF SECONDARY EDUCATION

Universal Instructional Strategies

Tier 1: Core Instructional Strategies

These strategies are designed for all students.

- **Explicit Instruction**: Clear modeling of skills and concepts by the teacher
- **Differentiated Instruction**: Adjusting content, process, and product based on student readiness and learning profiles
- **Formative Assessment**: Ongoing checks for understanding to inform instruction
- **Disciplinary Literacy Integration**: Embedding reading and writing strategies into content areas
- **Timely, Actionable Feedback**: Providing students with specific, constructive feedback that helps them understand their progress and how to improve.

Tier 2: Targeted Group Interventions

These are supplemental supports for students who need more than Tier 1.

- **Small Group Instruction:** Focused on specific skill deficits identified through formative data and universal screeners.
- **Targeted Reading/Math Intervention:** Using available ELA and Math resources to guide instruction.
- **Progress Monitoring:** Bi-weekly or monthly assessments to track growth and progress.
- **Flexible Grouping:** Students move in and out of groups based on progress.
- **Timely, Actionable Feedback**: Providing students with specific, constructive feedback that helps them understand their progress and how to improve.

Tier 3: Intensive Individualized Interventions

- **One-on-One Instruction:** Tailored to the student's specific academic needs.
- **Differentiated Instruction**: Adjusting content, process, and product based on student readiness and learning profiles
- **Increased Frequency and Duration:** More time and intensity than Tier 2 interventions.
- **Targeted Reading/Math Intervention:** Using available ELA and Math resources to guide instruction.

RICHLAND ONE
Multi-Tiered System of Supports

Academic and Behavior within the Tiers

Tier I: Universal Supports: High Quality Core Instruction, Differentiated Instruction, PBIS, SEL, Progress Monitoring for All Students, School-Wide Expectations and Rules

Elementary Instructional Tools

- Fountas and Pinnell
- Guided Reading
- Leveled Texts
- iReady Literacy Task
- Learning A-Z
- Lexia Core 5
- Literacy Continuum
- iReady Personalized Learning
- District Instructional Guides
- Math in Practice
- Hands-on-Standards
- iReady

Secondary Instructional Tools

- Secondary ELA & Math Instructional Models/Framework
- StudySync
- Reveal (McGraw-Hill)
- ALEKS
- ELA & Math Curriculum Guides/Documents
- MyPerspectives
- Envision (SAVVAS)
- Delta Math

Elementary & Secondary Behavioral Supports

- District-Wide Student Review of Code of Conduct
- Positive Behavioral Supports for Classroom/School Environment
- Overcoming Obstacles Curriculum/7 Mindsets
- Restorative Practices
- Behavior Tools
- School-wide Rules for All Settings (behavior matrix)
- Classroom Instruction Covering SEL Competence (Prek-12
- Adverse Childhood Experiences (ACES),
- CASEL's SEL Playbook
- Verbal Intervention

Tier II- Targeted Supports: Instructional Practices: Seating arrangements, Fluid and flexible grouping, Slower Lesson Pacing Group, Collaborative work, Additional modeling/re-teaching, differentiation of instruction, etc.

Elementary Instructional Tools

- Reading/Writing Strategy Books
- Lexia Core 5
- Wonders Leveled Readers
- Math in Practice
- Literacy Continuum
- Strategy Groups
- Hands-on-Standards
- Learning A-Z Lessons
- iReady
- District Instructional Guides
- Orton Gillingham

Secondary Instructional Tools

- Mathematics Assistance
- Delta Math
- IXL
- Newsela
- ALEKS
- Middle School Reading Lab

Programs: Excel Flexible Learning Academy (Secondary)

Elementary & Secondary Behavioral Supports

- Check-in/Check-out
- Restorative Practices/Circles Group
- Individual/Group Counseling
- Character Coaching Group
- Behavior Contracts
- Self-monitoring System/Plan
- insightstobehavior.net
- Excel Flexible Learning Academy (Secondary)
- Mental Health First Aid
- Family Counseling
- School Level Behavioral Intervention/Expectation Plan
- Mentoring/advocacy Time with Supports
- STEP Program (Primary)
- R.E.S.E.T Program (Elementary)
- Olympia (Secondary via Hearing Office)
- Adverse Childhood Experiences (ACES)

Tier III- Instructional Practices: Seating arrangements, Fluid and flexible grouping, individualized instruction, high-intensity interventions, frequent monitoring (weekly), targeted literacy/math focus or supports, etc.

Elementary Instructional Tools

- Reading Recovery (interventionist)
- Orton-Gillingham
- Wilson Language
- Wonders Leveled Readers
- Reading A-Z
- Lexia
- District Instructional Guides (math)
- Math in Practice
- Hands-on-Standards (math),
- iReady (math)
- Number Worlds (interventionists), ECAT (Primary)

Secondary Instructional Tools

- High School Reading Seminar
- Middle School Reading Lab
- Mathematics Assistance
- IXL
- Newsela

Elementary & Secondary Behavioral Supports

- Family Counseling
- insightstobehavior.net
- Excel Flexible Learning Academy (Secondary)
- STEP Program (Elementary)
- Referral to Outside Agencies (as needed)
- Restorative Practices
- 7 Mindsets Group Lesson(s)
- Adverse Childhood Experiences (ACES)
- Individual/Group Counseling,
- R.E.S.E.T Program (Elementary)
- Overcoming Obstacles Curriculum
- School Counselor Referral
- School Level Behavioral Intervention/Expectation Plan
- Social Work Referral
- ECAT (Primary)