Social, Emotional, and Behavioral Interventions
Tier 1

Intervention Name	Description
Reteaching	Re-teaching addresses a student's needs based on assessment results or teacher observation.
Small Group Instruction	Small-group instruction is when you teach the students in small groups ranging from 2-6 students. It usually follows whole-group instruction and is effective because the teaching is focused on the needs of the students, with the goal of growing their skills
Proximity	Proximity during instruction is a term used to describe a teacher's nearness to his or her students during a lesson. Appropriate proximity during instruction leads to better classroom management, student engagement, and progress monitoring.
PreTeaching	Pre-teaching is a strategy that involves teaching students concepts or skills prior to a lesson on the subject
Active Engagement	Active engagement is when the teacher ensures that the lesson engages the students enough to keep student attention and to maximize learning opportunities.
Check for Understanding	The teacher regularly checks for student understanding by posing frequent questions or has other methods of getting student responses such as exit tickets.
Guided Practice	Guided Practice, also known as the 'we do' component of a lesson, involves the teacher working through problems with students at the same time, step-by-step, while checking that they complete each step correctly.
Collaborative Assignments	Students have frequent opportunities to work collaboratively in pairs or groups.
SEL Instruction (Move this World, Seven Mindsets, Zones of Regulation, Second Step)	Structured lessons that follow identified scope and sequence for the grade level related to social/emotional learning
School Counselor Classroom Lessons	School Counselors coming into your classroom to provide instruction on a specific skill
Common Language	Staff using the same terminology school-wide to help establish shared understanding to reinforce messages and deepen students' understanding of goals and expectations
Choice in Learning Task	Provide students options for how to demonstrate their learning process and mastery of identified skills and standards
Positive Parent Contacts	Positive phone calls home to parents explaining specific skills in which students are excelling. 4 positive contacts should be made for each negative contact made.
Modeling and Practice of Expected Behaviors	Adult staff members works with whole group or small group to model expectations and provide opportunities for age-appropriate practice
Flexible Seating	Providing students alternative spaces to sit and work. Examples include standing desks, wobble stools, floor seating, counter/table space, etc.
Classroom Jobs/Helpers	Provide opportunities for students to have jobs or assist with tasks to increase commitment to the classroom community
Service Learning Projects	Teaching students how to serve others in need at the school or community level, often collaborative
School-Wide Bus Training	Appropriate bus behavior is modeled and practiced with school and bus staff so that students have a clear understanding of expected bus behavior

Behavior Standards Teach and Review; Post Behavior Expectations in Various School Settings	Classwide and building-wide review of norms, expectations, or standards. Done through teaching behaviors in various school settings and through posting the behavior expectations throughout the various school settings. Example: behavioral matrix
Teach Classroom Routines and Procedures	Model and practice common classroom routines and procedures multiple times throughout the school year. Should be retaught/revisited at least three times per school year and when an uptick in the number of students struggle to meet the behavioral expectations is noted.
Brief Transition Times	Transition time between one task and another in the classroom should be less than a minute. This requires the teacher to intentionally organize lessons and next steps (Behavior Solutions by Hannigan)
Precise Directions	Tell students what to do and how to do it. Precise directions communicate to students the movement, voice level, and participation expected of them (Behavior Solutions by Hannigan)
Positive Narrations	Positive narration gives off-task students an informal warning before they receive consequences. It is a simple, nonjudgemental description of the behavior you observe (providing examples of success for students to follow) (Behavior Solutions by Hannigan)
Visual Schedules	Communicating the sequence of upcoming activities or events through the use of objects, photographs, icons, words, or a combination in an eye-level location that is appropriate for the age of students and able to be read/understood by all throughout the classroom. Visual schedules can outline a full day or mini schedules can be created for one specific assignment, lesson, or task.
Classroom, Grade Level, School Wide Meetings	Short meetings designed to build community and encourage student voice for how to solve challenges in the classroom, school or community levels. Examples include morning meetings, 6th grade WEB rally, assemblies
Rams Pride Time	Rams Pride Time incorporate SEL curriculum, community building, and an ongoing relationship with a designated adult for social, behavioral, and academic support. It is also an opportunity for students to get grounded when they arrive at school.
Raider Pride Time	Raider Pride Time incorporate SEL curriculum, community building, and an ongoing relationship with a designated adult for social, behavioral, and academic support. It is also an opportunity for students to get grounded when they arrive at school.
Breaks	Providing students breaks when needed. Sample break options are listed below.
In Classroom Break Options	Providing students structured or unstructured times in which they are able to get up and move their bodies or remove themselves from the classroom activities. Examples include time in a calming corner, breathing space, coloring time
Reassurance Room	Providing students scheduled or unscheduled breaks within a different location in the building in which they can relax, move, or process through different situations.
Resource Room (LHS/WRAMS)	Providing students scheduled or unscheduled breaks within a different location in the building in which they can relax, move, or process through different situations or complete academic work.
Movement Breaks	Providing students structured or unstructured times in which they are able to get up and move their bodies. Examples include utilizing a sensory path, errand running, Go Noodles

Full Class Behavioral Contracts	The Behavioral Contract can be a whole class behavioral intervention or an individual intervention. When used for a whole class or group of students, it is implemented as a group contingency. That is, the educator tasks groups of children toward meeting a group goal. If the goal is achieved, the children in the group earn a reward. Because children are invested in meeting the goal, peer attention that is typically directed toward challenging behaviors that may reward them (e.g., laughing, smiling, attending to negative behavior) is redirected toward encouraging behaviors that are consistent with the group goal.
Respect Agreements	Behavior agreements co-developed jointly by students and teachers, with the focus on respect or expected behaviors in the classroom toward each other and the general community.
Behavior scenarios or role playing	Scenarios or role play designed for practicing academic and social behavior skills (such as students providing a scenario that they commonly face either at school or community wide).
Advanced Warning/Foreshadowing	Advanced Warnings are used to prime students for an upcoming change in plan or transition to a new activity. Educators provide Advanced Warnings prior to the event to allow students a chance to understand a change is coming, begin to prepare for the change, and prime the student to move forward with the change when it is time to do so.
Visual Timers	Visual timers can help students manage their time for classroom tasks, tests, assignments, etc. Utilizing timers helps them know when to expect transitions. Timere are instrumental in creating routines and establishing predictability.
Adult Connections	Building relationships with adults in the school building to increase engagement, sense of school belonging, and increased social, emotional, academic, and behavioral outcomes.
Welcoming Students Daily	Greeting each student by name, with your full undivided attention, as they enter your classroom each day
Teaching and increasing awareness of logical consequences	After a behavioral incident occurs, meeting with a student to talk through and discuss the natural consequence of their behavior and how their actions impact the situation
Responsive Services	Short-term interventions to resolve immediate conflicts/problems, respond to a crisis event, or intervene in specific situations that interrupt learning. Example: grief counseling
Active Supervision	The teacher actively scans, moves, and has positive interactions with students in the classroom

Social, Emotional, and Behavioral Interventions
Tier 2

Intervention Name	Description	Frequency	Duration
Small Groups	Small-group instruction is when you teach the students in small groups ranging from 2-6 students. It usually follows whole-group instruction and is effective because the teaching is focused on the needs of the students, with the goal of growing their skills. Examples include counseling, lunch bunch, social skill instruction, recess support	1-2 times per week	Minimum of 6 weeks
Check in/check out	Check-In/Check-Out is a strategy that provides students with routine feedback on behavior and increases positive adult attention daily. Target behaviors are defined, SMART goals are written, students are provided instruction to build lagging skill, and progress towards goal is monitored.	At least once per week; 2 times per day	Minimum of 6 weeks
Resources	WRPS Check In Check Out Brochure		
	Panorama Education - Check-In/Check-Out		
	PBIS Check-In/Check Out	Once per week or as needed	Minimum of 6 weeks
Mentoring	Students are assigned a mentor who (adult or older student) who provides guidance, motivation, emotional support, and role modeling. Examples: bus mentor, teacher mentor, student mentor.	Once per week or as needed	Until skill is shown consistently and independently
Modeling and Practice of Expected Behaviors	Adult staff members work with small groups or indvidual students to model and provide opportortunities to for age-appropriate practice targeting specific lagging skills and observed classroom issues	At least once per week; up to 1xday	Minimum of 6 weeks
Behavior Contract/Plan	Behavior Contracts are negotiated agreements between the adult and student, in which both parties have a voice. The goal is to find solutions to unsolved problems in a collaborative way.	Per student schedule	Minimum of 6 weeks
Structured breaks	Structured breaks are planned breaks provided to small groups or individual students. They are scheduled and not contingent on work completion. During a structured break, students provided with an alternative planned activity within a specific area. Structured breaks can be visiting a buddy classroom, scheduled with pupil services staff, running a scheduled errand, visiting a reassurance room or safe space	After initial teaching, as needed	Minimum of 6 weeks
Sensory Tools/Strategies	Use of sensory tools and strategies after explicit teaching that help students self-regulate, focus, and complete assignments. Examples of sensory tools and strategies include fidgets, preferential seating, flexible or alternative seating, standing desk, mints, gum, music	Daily Use	Minimum of 6 weeks
Individual Visual Schedules	Communicating the sequence of upcoming activities or events through the use of objects, photographs, icons, words, or a combination in an eye-level location that is appropriate for the age of students and are avaliable for the student to see and reference throughout their school day. Visual schedules can outline a full day or mini schedules can be created for one specific assignment, lesson, or task.	Daily Use	Minimum of 6 weeks
Individual Visual Cues	Communication through the use of objects, photographs, icons, words, or a combination in an eye-level location that is appropriate for the student's age that are used throughout the school day to provide students reminders of the classroom expectation.	At least once per week	Minimum of 6 weeks

Communication with Guardian	Individualized communication with guardians about student performance. Communication should be done in the spirit of building relationships and collaboration. For every constructive communication, the parent should receive three other positive communications.	As needed	Determined on an individual basis
Responsive Services	Short-term coaching, counseling or problem-solving to resolve immediate conflicts/problems, respond to a crisis event or intervene in specific situations that interrupt learning provided by pupil services staff. Example: grief counseling	At least once per week; as needed	Minimum of 6 weeks
Adult Connections	Building a purposeful, targeted relationship with a designated adults in the school building to increase engagement, sense of school belonging, and increased social, emotional, academic, and behavioral outcomes.		

Social, Emotional, and Behavioral Interventions
Tier 3

Intervention Name	Description	Frequency	Duration
Individualized Behavior Contract	An individual behavior contract negotiated between the adult and student, in which both parties have a voice. The goal is to find solutions to unsolved problems in a collaborative way.	may vary	min of 6 weeks
Resources	PBIS World - Behavior Contract		
Individualized Check-In Check -Out	Check-In/Check-Out is a strategy that provides students with routine feedback on behavior and increases positive adult attention daily. Target behaviors are defined, SMART goals are written, students are provided instruction to build lagging skill, and progress towards goal is monitored.	At least two times a day	min of 6 weeks
Resources	WRPS Check In Check Out Brochure		
	Panorama Education - Check-In/Check-Out		
	PBIS Check-In/Check Out		
One on One Counseling	Individual sessions with one student at a time, in which one specific situation is being addressed. A target outcome will be monitored. Counseling sessions should be assessed every 3 to 4 weeks. Continuation of services will be at the discretion of the counselor.	minimum of one time per week for at least 20 minutes	minimum of 3 weeks, to be assessed every 3 to 4 weeks
Structured Breaks	Structured breaks are planned breaks provided for an individual student. They are scheduled and not contingent on work completion. During a structured break, the student is provided with an alternative planned activity within a specific area. Structured breaks can be visiting a buddy classroom, scheduled with pupil services staff, running a scheduled errand, visiting a reassurance room or safe space	min of one time daily	min of 6 weeks
FBA/BIP	An Functional Behavioral Assessment (FBA) is a method for identifying the underlying cause of a behavior. A Behavior Intervention Plan (BIP) is developed by using that information in a way that helps the child develop new, appropriate replacement behaviors that are more efficient and effective at getting the child what he wants in a more appropriate manner. An FBA can include a variety of tools such as observations, parent/teacher/student interviews, rating scales, review of record, etc.	After initial development a BIP should be reviewed every 6 weeks or when a significant change in behavior is noticed	n/a
Direct Teaching (1:1 skill building of lagging/targeted skills)	Individual guided lessons in which a specific skill is taught either within the classroom or outside of the classroom.	minimum of one time per week for at least 20 minutes	min of 6 weeks or until student demonstrates indpendent mastery of skill
Referrals to and collaboration with community supports/resources	Parents or students will be provided with information on resources outside of the district where additional support can be obtained. In some cases school staff may make a direct referral to the agency that maybe able to assist in the situation. Examples include CCS, CST, CLTS, Gaggle, Aspirus Navigator, ADP, Big Brothers/Big Sisters, Care Solace	As appropriate	N/A
Check and Connect	Check & Connect is a model of ongoing, systematic intervention and support to promote students' engagement at school and with learning. Each student participating in Check & Connect is assigned a mentor. Check & Connect mentors seek to build long-term, sustained relationships with participating students that will connect them with their school and help them make academic progress.	1 Hour Per Week	min of 12 weeks

Language Arts
Tier 1

Intervention Name	Description
Reteaching	Re-teaching addresses a student's needs based on assessment results or teacher observation.
Small Group Instruction	Small-group instruction is when you teach the students in small groups ranging from 2-6 students. It usually follows whole-group instruction and is effective because the teaching is focused on the needs of the students, with the goal of growing their academic skills
Proximity	Proximity during instruction is a term used to describe a teacher's nearness to his or her students during a lesson. Appropriate proximity during instruction leads to better classroom management, student engagement, and progress monitoring.
PreTeaching	Pre-teaching is a strategy that involves teaching students concepts or skills prior to a lesson on the subject
Active Engagement	Active engagement is when the teacher ensures that the lesson engages the students enough to keep student attention and to maximize learning opportunities.
Check for Understanding	The teacher regularly checks for student understanding by posing frequent questions or has other methods of getting student responses such as exit tickets.
Guided Practice	Guided Practice, also known as the 'we do' component of a lesson, involves the teacher working through problems with students at the same time, step-by-step, while checking that they complete each step correctly.
Collaborative Assignments	Students have frequent opportunities to work collaboratively in pairs or groups.

Reading Interventions
Tier 2

Intervention	Frequency	Duration	Group Size	SLD Category	Grade Level	Progress Monitoring Tool	Frequency of Progress Monitoring
Self Regulated Strategy Development (SRSD)		As needed	Individual/ Small Group		K-12		biweekly
Leveled Literacy Intervention (LLI)	30 min. 5 days/wk	As needed	Up to 4 students		K-5	FastBridge or LLI Running Records	biweekly
Quick Reads	15- 20 min. 4 days/wk	As needed	Up to 6 students		2-7	FastBridge	biweekly
Comprehension Intervention (Jan Richardson Comprehension Modules)	30 min. 4 days/wk	As needed	Up to 6 students		2-5	FastBridge	biweekly
Small Group Intervention	Frequency determined by group need	As needed	Group size determined by need		K-5	FastBridge or Running Records	biweekly
Literacy Footprints - Intervention kit	30 min. 4 days/wk	As needed	Up to 4 students		K-5	FastBridge or Running Records	biweekly
Fast ForWord	30 min. 5 days/wk	Minimum of 8 Weeks	Maximum of 3	Basic Reading Skills, Fluency, Comprehension	K-12	FastBridge	biweekly
Clear Fluency	30 mins. 5 days/wk.	Minimum of 8 Weeks	Maximum of 3	Basic Reading Skill, Fluency, comprehension	2-12 **Must be through Foundations I and II or read 25 wpm.	FastBridge	biweekly
Fast ForWord w/Clear Fluency	Fast ForWord 2-3 days/wk Clear Fluency 2-3 days/wk	Minimum of 8 Weeks	Maximum of 3	Basic Reading Skill, Fluency, comprehension	2-12 **Must be through Foundations I and II or read 25 wpm.	FastBridge	biweekly
CORE5	15-100 Minutes per week determined by Core5 Screener	As needed	Up to 4 students		K-8	FastBridge	biweekly
FUNdations	30 mins 3-5 days/wk	As needed	Up to 5 students		K-5	FastBridge or Running Records	biweekly

6 minute Fluency Solutions	TBD	As Needed	Up to		K-5	FastBridge	biweekly
Reading Corps	20 Minutes, 5 days per week	As Needed	Up to 2 students		K-3	Fastbridge	weekly
Future Forward	30 mins, 3 days per week	As Needed	1 Student		K-3	STAR or Running Records	TBD
Fastbridge Interventions	As determined by the team	As Needed	Up to 4 students		K-5	Fastbridge	
From Striving to Thriving Writers		As Needed	Up to		K-5		
							updated: 2023-24

Reading Interventions
Tier 2 and/or 3

Intervention	Frequency	Duration	Group size	SLD Category	Grade Level	Progress Monitoring Tool	Frequency of Progress Monitoring
MindPlay Virtual Reading Coach	30 min. 4 days/wk	8 - 12 wks	Up to 3 students	Basic Reading Skills, Fluency, Comprehension	K - 12	FastBridge	1 time/week
Sound Partners	30 min. 4 days/wk	18 - 20 wks	Up to 3 students	Basic Reading Skill, Fluency, Comprehension	K-2	FastBridge	1 time/week
UFLI	30 min. 5 days/wk	8 - 12 wks	Up to 3 students	Basic Reading Skill, Fluency, Comprehension	K-5	FastBridge	1 time/week
Quick Reads	15 min. 4 days/wk	6 - 18 wks	Maximum of 3	Fluency, Comprehension	2-7	FastBridge	1 time/week
Q-Reads	15 min. 4 days/wk	6 -18 wks	Maximum of 3	Fluency, Comprehension	6-12	FastBridge	1 time/week
Comprehension Intervention Group (Jan Richardson Comprehension Modules)	30 min. 4 days/wk	8 - 12 wks	Maximum of 3	Comprehension	2-5	FastBridge	1 time/week
Self Regulated Strategy Development (SRSD)	60-180 min/wk Minimum of 3 days/wk	8-12 wks	Individual/ small group	Written Expression	Ability to write in a complete sentence - grade 12	FastBridge	1 time/week
Fast ForWord	30 min. 5 days/wk	Minimum of 8 Weeks	Maximum of 3	Basic Reading Skills, Fluency, Comprehension	K-12	FastBridge	1 time/week
Clear Fluency	30 mins. 5 days/wk.	Minimum of 8 Weeks	Maximum of 3	Basic Reading Skill, Fluency, comprehension	2-12 **Must be through Foundations I and II or read 25 wpm.	FastBridge	1 time/week
Fast ForWord w/Clear Fluency	Fast ForWord 2-3 days/wk Clear Fluency 2-3 days/wk	Minimum of 8 Weeks	Maximum of 3	Basic Reading Skill, Fluency, comprehension	2-12 **Must be through Foundations I and II or read 25 wpm.	FastBridge	1 time/week
Core5	15-100 Minutes per week determined by Core5 Screener	8-12 wks	Maximum of 3	Basic Reading Skills, Comprehension, Fluency	K- 5	FastBridge	1 time/week
Specialized Tier 3 Intervention *Form needs to be filled out in eduClimber	30 mins. 4 days/wk	8 - 12 wks	Up to 3 students	TBD	K-5	FastBridge	1 time/week
Read 180	45-70 mins 5 days/wk	12 wks to 2 years	Up to 15 students	Comprehension	6-12	FastBridge	1 time/week
Reading Plus	120-150 mins/wk	12 wks or Recommendation based on InSight results	Individual/ Small Group	Fluency, Comprehension	9-12	FastBridge	1 time/week
Read Naturally Live	30 mins 3 days/wk	8-12 weeks	Maximum of 3	Fluency, Basic Reading Skills, Comprehension	1-8	FastBridge	1 time/week

Read Live One Minute Reader	30 mins 3 days/wk	8-12 weeks	Maximum of 3	Fluency	1-8	FastBridge	1 time/week
Sonday	35 mins 4 days/wk	8-12 weeks	Maximum of 3	Basic Reading Skills, Fluency	K-8	FastBridge	1 time/week
							updated: 2023-24

Math Interventions
Tier 1

Intervention Name	Description
Reteaching	Re-teaching addresses a student's needs based on assessment results or teacher observation.
Small Group Instruction	Small-group instruction is when you teach the students in small groups ranging from 2-6 students. It usually follows whole-group instruction and is effective because the teaching is focused on the needs of the students, with the goal of growing their academic skills
Proximity	Proximity during instruction is a term used to describe a teacher's nearness to his or her students during a lesson. Appropriate proximity during instruction leads to better classroom management, student engagement, and progress monitoring.
PreTeaching	Pre-teaching is a strategy that involves teaching students concepts or skills prior to a lesson on the subject
Active Engagement	Active engagement is when the teacher ensures that the lesson engages the students enough to keep student attention and to maximize learning opportunities.
Check for Understanding	The teacher regularly checks for student understanding by posing frequent questions or has other methods of getting student responses such as exit tickets.
Guided Practice	Guided Practice, also known as the 'we do' component of a lesson, involves the teacher working through problems with students at the same time, step-by-step, while checking that they complete each step correctly.
Collaborative Assignments	Students have frequent opportunities to work collaboratively in pairs or groups.

Elementary Math Interventions
Tier 2

Intervention Name	Frequency	Duration	Group Size	SLD Category	Grade Level	Progress Monitoring Tool	Frequency of Progress Monitoring
AVMR	90 min./week	Minimum of 6 weeks	1 - 6 Students	Both	K - 5	District Math Screener for K-1 FastBridges for K-5 or STAR Math for 2-5	K-1 Screener: Minimum of 1x/Trimester STAR Math and FastBridge: Minimum of 1x/Month
Bridges Grade Level Support	60-90 min./week			Both	K - 5		
Bridges Intervention	90 min./week			Both	K - 5		
Do the Math	90 min./week			Both	1 - 5		
Dreambox	60 min./week, minimum of 20 min. sessions			Both	K - 5		
Happy Numbers	60 min./week			Both	K - 5		
Mathletics	60 min./week			Both	K - 5		
Matific	90 min./week			Both	K - 5		
Moby Max	60 min./week			Both	K - 5		
Reflex	Minimum 2 days/week, must hit green light to count for a day			Computation	2 - 5		
Bridges Breakout: The Number Rack	Use as a supplement to another Tier 2 intervention			Both	K-3		

Elementary Math Interventions
Tier 3

Intervention Name	Frequency	Duration	Group Size	SLD Category	Grade Level	Progress Monitoring Tool	Frequency of Progress Monitoring
AVMR	120 min./week	6 weeks	1 -3 Students	Both	K - 5	FastBridge	Weekly
Bridges Intervention	120 min./week	8-10 weeks			K - 5		
Do the Math	120 min./week	8-10 weeks			1 - 5		
Dreambox	60-90 min./week, minimum of 20 min. sessions	8-10 weeks			K - 5		
Happy Numbers	80 miin./week	6-8 weeks			K - 5		
Matific	120 min./week	6 weeks			K - 5		
Moby Max	120 min./week	8-10 weeks			K - 5		
Reflex	Minimum 3 days/week, must hit green light to count for a day	8 weeks		Computation	205		

OLD - Reading Interventions
Tier 2

Intervention Name	Frequency	Duration	Group Size	SLD Category	Grade Level	Progress Monitoring Tool	Frequency of Progress Monitoring
Self Regulated Strategy Development (SRSD)		As Needed	Individual/ Small Group		K-12		Biweekly
Leveled Literacy Intervention (LLI)	30 minutes 5 days/week	As needed	Up to 4 students		K-5	FastBridge or LLI Running Records	Biweekly
Quick Reads	15-20 minutes 4 days/week	As needed	Up to 6 students		2-7	FastBridge or LLI Running Records	Biweekly
Comprehension Intervention (Jan Richardson Comprehension Modules)	30 minutes 4 days/week	As needed	Up to 6 students		2-5	FastBridge or LLI Running Records	Biweekly
Small Group Intervention	Frequency determined by group need	As needed	Group size determined by need		K-5	FastBridge or Running Records	Biweekly
Literacy Footprints - Intervention kit	30 minutes 4 days/week	As needed	Up to 4 students		K-5	FastBridge or Running Records	Biweekly
Fast forWord	20 minutes 3 days/week	As needed	Up to 3 students		2-12	FastBridge	Biweekly
Clear fluency (Fast forWord w/Reading Assistance Plus)	20 minutes 3 days/week	As needed	Up to 6 students			FastBridge	Biweekly
CORE5	15-100 minutes per week determined by Core5Screener	As needed	Up to 4 students		K-8	FastBridge	Biweekly
FUNdations	30 minutes 3-5 days/week	As needed	Up to 5 students		K-5	FastBridge or Running Records	Biweekly
6 Minute Fluency Solutions	TBD	As needed			K-5	FastBridge	Biweekly
Reading Corps	20 minutes 5 days/week	As needed	Up to 2 students		K-3	FastBridge	Weekly
Future Forward	30 minutes 3 days/week	As needed	1 student		K-3	STAR or Running Records	TBD
FastBridge Interventions	As determined by the team	As needed	Up to 4 students		K-5	Fastbridge	
From Striving to Thriving Writers		As needed			K-5		

Reading Interventions
Tier 2 and/or Tier 3

Intervention Name	Frequency	Duration	Group Size	SLD Category	Grade Level	Progress Monitoring Tool	Frequency of Progress Monitoring
MindPlay Virtual Reading Coach	30 minutes 4 days/week	8-12 weeks	Up to 3 students	Basic Reading Skills, Fluency, Comprehension	K-12	FastBridge	1 time/week
Sound Partners	30 minutes 4 days/week	18-20 weeks	Individual	Basic Reading Skills, Fluency, Comprehension	K-2	FastBridge	1 time/week
UFLI	30 minutes 5 days/week	8-12 weeks	Up to 3 students	Basic Reading Skills, Fluency, Comprehension	K-5	FastBridge	1 time/week
Quick Reads	15 minutes 4 days/week	6-18 weeks	Maximum of 3	Fluency, Comprehension	2-7	FastBridge	1 time/week
Q-Reads	15 minutes 4 days/week	6-18 weeks	Maximum of 3	Fluency, Comprehension	6-12	FastBridge	1 time/week
Comprehension Intervention Group (Jan Richardson Comprehension Modules)	30 minutes 4 days/week	8-12 weeks	Maximum of 3	Comprehension	2-5	FastBridge	1 time/week
Self Regulated Strategy Development (SRSD)	60-180 min./week Minimum of 3 days/week	8-12 weeks	Individual/small group	Written Expression	Ability to write in a complete sentence - grade 12	FastBridge	1 time/week
Fast Forword	30 minutes 4 days/week	8-12 weeks	Maximum of 3	Basic Reading Skills, Fluency, Comprehension	2-12	FastBridge	1 time/week
Clear Fluency (Fast forWord w/Reading Assistance Plus)	30 minutes 5 days/week	8-12 weeks		Basic Reading Skills, Fluency, Comprehension	2-12	FastBridge	1 time/week
Core5	15-100 minutes/week Determined by Core5 screener	8-12 weeks	Maximum of 3	Basic Reading Skills, Fluency, Comprehension	K-5	FastBridge	1 time/week
Specialized Tier 3 Intervention *Form needs to be filled out in EduClimber	30 minutes 4 days/week	8-12 weeks	Up to 3 students	TBD	K-5	FastBridge	1 time/week
Read 180	45-70 minutes 5 days/week	12 weeks - 2 years	Up to 15 students	Comprehension	6-12	FastBridge	1 time/week
Reading Plus	120-150 minutes/week	12 weeks or recommendation based on InSight results	Individual/Small Group	Fluency, Comprehension	9-12	FastBridge	1 time/week
Read Naturally Live	30 minutes 3 days/week	8-12 weeks	Maximum of 3	Basic Reading Skills, Fluency, Comprehension	1-8	FastBridge	1 time/week
Read Live One Minute Reader	30 minutes 3 days/week	8-12 weeks	Maximum of 3	Fluency	1-8	FastBridge	1 time/week
Sonday	35 minutes 4 days/week	8-12 weeks	Maximum of 3	Basic Reading Skills, Fluency	K-8	FastBridge	1 time/week

Secondary Math Intervention

Tier	Intervention Name	Frequency	Duration	Group Size	SLD Category	Grade Level	Progress Monitoring Tool	Frequency of Progress Monitoring
Tier 2	Mathletics	30 min./day Minimum 3 days/ week	Minimum 6 Weeks	1-6	Both	6-12	Star Math	1-2 times/month
	Dreambox	60-90 min./week Minimum of 20 minute sessions	Minimum 6 weeks	1-6	Both	6-12	Star Math	1-2 times/month
	MathFactLab	Minimum 10 minutes 3 days/week			Computation	6-12	Star Math	1-2 times/month
	Math 180	45 min./day 5 days/week	Minimum 12 weeks	1-6	Both	6-12	Star Math	1-2 times/month
	Classroom Math Support	45 min/day 2-3 days per week	6-12 weeks Minimum one term	1-6	Both	6-12	Star Math	1-2 times/month
	Matific	30 minutes Minimum 3 days per week	Minimum 6 weeks	1-6	Both	6-12	Star Math	1-2 times/month
	Moby Max	30 minutes 2 days per week	Minimum 6 weeks	1-6	Both	6-12	Star Math	1-2 times/month
	AVMR	90 minutes per week	Minimum 6 weeks	1-6	Both	6-12	Star Math	1-2 times/month
Tier 3	Dreambox	60-90 minutes/week Minimum of 20 minute sessions	Minimum 9 weeks	1-3	Both	6-12	Fastbridge Assessment	1 time/week
	Matific	120 minutes/week	Minimum 6 weeks	1-3	Both	6-12	Fastbridge Assessment	1 time/week
	Moby Max	30 minutes 4 days per week	8-10 weeks	1-3	Both	6-12	Fastbridge Assessment	1 time/week
	AVMR	120 minutes per week	Minimum 6 weeks	1-3	Both	6-12	Fastbridge Assessment	1 time/week
	MathFactLab added to another tier 3 intervention	Minimum 10 minutes 3 days/week			Computation	6-12		