

## Elementary Math Continuum of Supports

<b>Tier 3</b>	<p><b>CORE + Core Supports + Individualized Intervention</b></p> <ul style="list-style-type: none"> <li>• Use of an alternative instructional approach using research-based curricula that accesses student’s strengths and targets deficit skills</li> <li>• Documented progress monitoring (K-2nd use DIBELS or 3rd-6th Grade use STAR)</li> </ul>
<b>Tier 2</b>	<p><b>CORE + Core Supports + Intervention + Individualized Features</b></p> <ul style="list-style-type: none"> <li>• If FASTT Math - addition of targeted instruction 4 times a week, informed by the Foundational Support Diagnostic Assessment</li> <li>• If ST Math - targeted instruction OR addition of additional objectives, informed by program status alerts</li> <li>• Documented progress monitoring once a month (DIBELS for K-2 &amp; FASTT Math, STAR for ST Math grades 3-6)</li> </ul> <p><b>CORE + Core Supports + Intervention</b></p> <p>Use of a district approved math intervention program</p> <ul style="list-style-type: none"> <li>• FASTT Math for fact fluency intervention             <ul style="list-style-type: none"> <li>○ 3-4 times a week (completion of a lesson and game each session)</li> </ul> </li> <li>• ST Math for conceptual intervention             <ul style="list-style-type: none"> <li>○ 3-4 times a week (60-90 minutes a week)</li> </ul> </li> <li>• Documented progress monitoring once a month (DIBELS for K-2 &amp; FASTT Math, STAR for ST Math grades 3-6)</li> </ul>
<b>Tier 1</b>	<p><b>CORE + Core Supports:</b></p> <ul style="list-style-type: none"> <li>• Additional small group instruction</li> <li>• Incorporation of gap filling fluency exercises</li> </ul> <p><b>CORE: Fostering Culturally and Linguistically Responsive Environments through</b></p> <ul style="list-style-type: none"> <li>• <b>Daily</b>, grade level, standards based math instruction that includes a balance of rigor (fluency, application, conceptual understanding), purposeful practice, and evidence of learning</li> <li>• Implementation of learning experiences that promote conceptual understanding (inquiry, manipulatives, models)</li> <li>• Explicit instruction of academic vocabulary (including intentional planning of The Bridge followed by extension activities for dual language classrooms)</li> <li>• Differentiation of math learning experiences, connected to outcomes and understandings</li> <li>• Regular monitoring of progress with a variety of assessment tools (formative, observation checklists, summative)</li> <li>• Strength based feedback to students that is frequent, timely and specific</li> <li>• Incorporation of math workshop/small group instruction, informed by observations during math learning experiences</li> </ul>