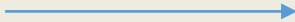


RTI Mathematics Pathway Eighth Grade (05/07/2016)

Universal Screening (Fall) Benchmark Measures (Winter, Spring): <u>ALL STUDENTS</u>	Fall(Sept): <i>DMA</i> <i>M-CAP</i> <i>M-COMP</i> <i>Accucess</i>	Winter (Jan): <i>M-CAP</i> <i>M-COMP</i> <i>Accucess</i>	Spring(May): <i>ISAT</i> <i>DMA</i> <i>M-CAP</i> <i>M-COMP</i> <i>Accucess</i>
	Tier 1: Benchmark (50th percentile)	Tier 2: Strategic (25th percentile)	Tier 3: Intensive (Inc. Sp. Ed.) (10th percentile)
Identification/Definition of Need: Analyze for causes/ Collaborative team review <div style="text-align: center;">↓</div>	<i>ISAT</i> (from 7 th) <ul style="list-style-type: none"> • 2567+ <i>Accucess</i> <ul style="list-style-type: none"> • 800+ Fall • 850+ Winter • 900+ Spring <i>M-CAP</i> <ul style="list-style-type: none"> • 10+ Fall • 12+ Winter • 13+ Spring <i>M-COMP</i> <ul style="list-style-type: none"> • 19+ Fall • 23+ Winter • 28+ Spring 	<i>ISAT</i> (from 7 th) <ul style="list-style-type: none"> • 2484-2566 <i>Accucess</i> <ul style="list-style-type: none"> • 700 - 799 Fall • 750 - 849 Winter • 800 - 899 Spring <i>M-CAP</i> <ul style="list-style-type: none"> • 6 - 9 Fall • 7 - 11 Winter • 9 - 12 Spring <i>M-COMP</i> <ul style="list-style-type: none"> • 10 - 18 Fall • 15 - 22 Winter • 17 - 27 Spring 	<i>ISAT</i> (from 7 th) <ul style="list-style-type: none"> • < 2484 <i>Accucess</i> <ul style="list-style-type: none"> • < 700 Fall • < 750 Winter • < 800 Spring <i>M-CAP</i> <ul style="list-style-type: none"> • 0 – 5 Fall • 0 – 6 Winter • 0 – 8 Spring <i>M-COMP</i> <ul style="list-style-type: none"> • 0 – 9 Fall • 0 – 14 Winter • 0 – 16 Spring
Instructional Plan: Instructional focus <div style="text-align: center;">↓</div>	Instructional emphasis: <ul style="list-style-type: none"> • Work with radicals and integer exponents. • Understand the connections between proportional relationships, lines, and linear equations. • Analyze and solve linear equations and pairs of simultaneous linear equations. • Define, evaluate, and compare functions. • Use functions to model relationships between quantities. • Understand congruence and similarity using physical models, transparencies, or geometry software. • Understand and apply the Pythagorean Theorem. 	Instructional emphasis: <ul style="list-style-type: none"> • Focal Points from Tier 1 	Instructional emphasis: <ul style="list-style-type: none"> • Focal Points from Tier 1 • Focal Points from previous year(s)
Core Program and/or Intervention: Standard Treatment Protocol and/or Individual Plan	<i>McDougal and Little</i> <ul style="list-style-type: none"> • <i>Pre-Algebra</i> • <i>Algebra</i> 	<i>McDougal and Little</i> <ul style="list-style-type: none"> • <i>Pre-Algebra</i> <i>PLATO credit recovery</i> <i>Plato Accucess</i>	<i>McDougal and Little</i> <ul style="list-style-type: none"> • <i>Pre-Algebra</i> <i>PLATO credit recovery</i> <i>Plato Accucess</i>

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Mathematical Practices ALL STUDENTS 	<ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. 		
Implementation: Duration/frequency and delivery of instruction w/ fidelity ↓	<ul style="list-style-type: none"> • Math 50 minute period 	<ul style="list-style-type: none"> • Math 50 minute period • After-school tutoring (1-hour, 3 x a week) • Math Advisory (20-min a day 5 x a week) 	<ul style="list-style-type: none"> • Math 50 minute period • After-school tutoring (1-hour, 3 x a week) • Math Advisory (20-min a day 5 x a week)
Implementation: Duration/frequency and delivery of instruction w/ fidelity ↓			Special Education <ul style="list-style-type: none"> • Math 50 minute period (regular education per IEP specifications) • Math Advisory (20-min a day 5 x a week) • Remedial Class (50 minute period per IEP specifications)
Progress Monitoring: Verify progress by monitoring response to instruction/intervention	Formative Assessment (ie. Exit tickets, teacher observation, entrance tasks)	<ul style="list-style-type: none"> • Aimsweb (every two weeks) • Formative Assessments 	<ul style="list-style-type: none"> • Aimsweb (every week) • Formative Assessments
Evaluation and Adjustment: Certify mastery and adjust the plan according to the decision making process	Evaluation by classroom teacher weekly/monthly and RTI team quarterly. <ul style="list-style-type: none"> – Formative/Summative Assessment – Benchmarking Data 3x/year – DMA – Accucess – ISAT 	Evaluation by RTI Team every 8-10 weeks. <ul style="list-style-type: none"> – AIMSweb – Formative/Summative Assessment – Benchmarking Data 3x/year – DMA – Accucess – ISAT 	Evaluation by RTI Team every 8-10 weeks. <ul style="list-style-type: none"> – AIMSweb – Formative/Summative Assessment – Benchmarking Data 3x/year – DMA – Accucess – ISAT