

# RTI WBCSD Math Pathway High School (5/02/16)

<b>Universal Screening (Fall) Benchmark Measures (Winter, Spring):</b> <b><u>ALL STUDENTS</u></b> →	<b>Fall (Sept.):</b> <i>DMA</i> <i>Accucess</i>	<b>Winter (Jan.):</b>	<b>Spring (May):</b> <i>ISAT</i> <i>DMA</i>
	<b>Tier 1: Benchmark (50<sup>th</sup> percentile)</b>	<b>Tier 2: Strategic (25<sup>th</sup> percentile)</b>	<b>Tier 3: Intensive (Inc. Sp. Ed.) (10<sup>th</sup> percentile)</b>
<b>Identification/Definition of Need:</b>  <b>2 Indicators for Tier 2</b>	<b>ISAT</b>  9 <sup>th</sup> 2599 10 <sup>th</sup> 2614 11 <sup>th</sup> 2628 12 <sup>th</sup> 2628	<b>ISAT</b>  9 <sup>th</sup> 2515 10 <sup>th</sup> 2529 11 <sup>th</sup> 2543 12 <sup>th</sup> 2543	<b>ISAT</b>  9 <sup>th</sup> <2515 10 <sup>th</sup> <2529 11 <sup>th</sup> <2543 12 <sup>th</sup> <2543
	<b>Accucess</b>  9 <sup>th</sup> 900 10 <sup>th</sup> 1000 11 <sup>th</sup> 1100 12 <sup>th</sup> 1200	<b>Accucess</b>  9 <sup>th</sup> 800 10 <sup>th</sup> 900 11 <sup>th</sup> 1000 12 <sup>th</sup> 1100	<b>Accucess</b>  9 <sup>th</sup> <800 10 <sup>th</sup> <900 11 <sup>th</sup> <1000 12 <sup>th</sup> <1100
<b>Instructional Plan:</b> Instructional focus  <div style="text-align: center;">↓</div>	<b>Instructional emphasis:</b> <ul style="list-style-type: none"> <li>- Content Focal Points (See second Page)</li> <li>- Mathematical Practices</li> </ul>	<b>Instructional emphasis:</b> <ul style="list-style-type: none"> <li>- Focal Points of previous grade levels</li> <li>- Content Focal Points</li> <li>- Mathematical Practices</li> </ul>	<b>Instructional emphasis:</b> <ul style="list-style-type: none"> <li>- Focal Points of previous grades/levels</li> <li>- Mathematical Practices</li> </ul>
<b>Mathematical Practices</b> <b><u>ALL STUDENTS</u></b> →	<ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>3. Construct viable arguments and critique the reasoning of others.</li> <li>4. Model with mathematics.</li> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> <li>8. Look for and express regularity in repeated reasoning.</li> </ol>		

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<b>Core Program and/or Intervention:</b> Standard Treatment Protocol and/or Individual Plan	<ul style="list-style-type: none"> <li>- <i>McDougal-Littel</i></li> <li>- <i>Pre-Calculus Larson-Hostelter</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>McDougal-Littel</i></li> </ul>	
<b>Implementation:</b> Duration/frequency and delivery of instruction w/ fidelity ↓	<ul style="list-style-type: none"> <li>- 1 Period Math</li> </ul>	<ul style="list-style-type: none"> <li>- 1 Period Math</li> <li>- 2 Periods of Math</li> <li>- Pre-Algebra</li> </ul>	<ul style="list-style-type: none"> <li>- 1 Period of Math</li> </ul>
<b>Progress Monitoring:</b> Verify progress by monitoring response to instruction/intervention	<ul style="list-style-type: none"> <li>- Quarterly Math Grade</li> </ul>	<ul style="list-style-type: none"> <li>- Math grade quarterly</li> </ul>	<ul style="list-style-type: none"> <li>- Math Grade Quarterly</li> </ul>
<b>Evaluation and Adjustment:</b> Certify mastery and adjust the plan according to the decision making process	<ul style="list-style-type: none"> <li>-Evaluation by classroom teacher quarterly. (Common Course Assessment)</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>-Evaluation by RTI Team Quarterly</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>-Evaluation by RTI Team monthly.</li> </ul>

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# RTI WBCSD Math Pathway High School (5/02/16)

<b>Algebra 1 Focal Points</b>	
<b>District Identified Focal Points</b>	<b>Common Core State Standards that support the District Focal Points</b>
<p>Polynomials  Operations of addition, subtraction, multiplication and division;  Factoring;  Solve in quadratic form and with zero product property;  Introduce parabolas using graphing calculators</p> <p>Rational Expressions/equations  Simplify;  Operations of addition, subtraction, multiplication, and division  Solve, checking for restricted values</p> <p>Linear  Slope-intercept form  Standard form  Point-slope form  Write equations from data  Systems of: graph, substitution method, and elimination method to solve</p> <p>Linear inequalities  Solve and answer in set notation, graph;  Graph;  Systems of and graphing solution set</p> <p>Introduce function notation;</p>	<ul style="list-style-type: none"> <li>– A-SSE-A Interpret the structure of expressions</li> <li>– A-APR-A Perform arithmetic operations on polynomials</li> <li>– A-CED-A Create equations that describe numbers or relationships</li> <li>– A-REI-A Understand solving equations as a process of reasoning and explain the reasoning</li> <li>– A-REI-B Solve equations and inequalities in one variable</li> <li>– A-REI-D Represent and solve equations and inequalities graphically</li> <li>– F-IF-A Understand the concept of a function and use function notation</li> <li>– F-IF-B Interpret functions that arise in applications in terms of the context</li> <li>– S-ID-C Interpret linear models</li> </ul>

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**Geometry Focal Points**

<b>District Identified Focal Points</b>	<b>Common Core State Standards that support the District Focal Points</b>
<p>Basics</p> <p>Congruency &amp; similarities</p> <p>Transformations</p> <p>Area, perimeter, surface area, &amp; volume</p> <p>Variety of shapes and figures</p> <p>Proofs</p>	<ul style="list-style-type: none"><li>• G-CO-B Understand congruence in terms of rigid motions</li><li>• G-CO-C Prove geometric theorems</li><li>• G-SRT-A Understand similarity in terms of similarity transformations</li><li>• G-SRT-B Prove theorems of similarity</li><li>• G-GPE-B Use coordinates to prove simple geometric theorems algebraically</li><li>• G-MG-A Apply geometric concepts in modeling situations</li></ul>

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## Algebra 2

District Identified Focal Points	Common Core State Standards that support the District Focal Points
Polynomials – graphing Rational – graphing Exponents & Logarithms Equations & Solving Complex numbers Series/sequences Conics/ inequalities/ systems Function notations Inverse Domain & Range Trigonometry Right Triangles Unit Circle	<ul style="list-style-type: none"> <li>• N-RN-A Extend the properties of exponents to rational exponents</li> <li>• A-SSE-A Interpret the structure of expressions</li> <li>• A-SSE-B Write expressions in equivalent forms to solve problems</li> <li>• A-APR-A Understand the relationship between zeros and factors of polynomials</li> <li>• A-REI-A Understand solving equations as a process of reasoning and explain the reasoning</li> <li>• A-REI-D Represent and solve equations and inequalities graphically</li> <li>• G-SRT-D Define trigonometric ratios and solve problems involving right triangles</li> <li>• F-TF-A Extend the domain of trigonometric functions using the unit circle</li> <li>• F-IF-C Analyze functions using different representations</li> </ul>

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## Pre-Calculus

### District Identified Focal Points

### Common Core State Standards that support the District Focal Points

Functions  
 Even/odd  
 One to one  
 Deeper than Algebra II  
  
 Trigonometry  
  
 Exponents & Logarithms – graphing

- F-TF-A Extend the domain of trigonometric functions using the unit circle
- F-TF-B Model periodic phenomena with trigonometric functions
- F-TF-C Prove and apply trigonometric functions
- F-IF-A Understand the concept of a function and use function notation
- F-IF-B Interpret functions that arise in applications in terms of the context
- F-IF-C Analyze functions using different representations
- F-BF-A Build a function that models a relationship between two quantities
- F-BF-B Build new functions from existing functions