

## RTI Mathematics Pathway Seventh Grade (05/06/2016)

<b>Universal Screening (Fall) Benchmark Measures (Winter, Spring):</b> <b><u>ALL STUDENTS</u></b>	<b>Fall(Sept):</b> DMA M-CAP M-COMP Accucess	<b>Winter (Jan):</b> M-CAP M-COMP Accucess	<b>Spring(May):</b> ISAT DMA M-CAP M-COMP Accucess
	<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> Analyze for causes/ Collaborative team review  ↓	ISAT (from 6 <sup>th</sup> ) <ul style="list-style-type: none"> <li>• 2552+</li> </ul> Accucess <ul style="list-style-type: none"> <li>• 700+ Fall</li> <li>• 750+ Winter</li> <li>• 800+ Spring</li> </ul> M-CAP <ul style="list-style-type: none"> <li>• 10+ Fall</li> <li>• 15+ Winter</li> <li>• 18+ Spring</li> </ul> M-COMP <ul style="list-style-type: none"> <li>• 19+ Fall</li> <li>• 27+ Winter</li> <li>• 32+ Spring</li> </ul>	ISAT (from 6 <sup>th</sup> ) <ul style="list-style-type: none"> <li>• 2473 - 2551</li> </ul> Accucess <ul style="list-style-type: none"> <li>• 600 - 699 Fall</li> <li>• 650 - 749 Winter</li> <li>• 700 - 799 Spring</li> </ul> M-CAP <ul style="list-style-type: none"> <li>• 7 - 9 Fall</li> <li>• 11 - 14 Winter</li> <li>• 13 - 17 Spring</li> </ul> M-COMP <ul style="list-style-type: none"> <li>• 12 - 18 Fall</li> <li>• 17 - 26 Winter</li> <li>• 19 - 31 Spring</li> </ul>	ISAT (from 6 <sup>th</sup> ) <ul style="list-style-type: none"> <li>• &lt; 2473</li> </ul> Accucess <ul style="list-style-type: none"> <li>• &lt; 600 Fall</li> <li>• &lt; 650 Winter</li> <li>• &lt; 700 Spring</li> </ul> M-CAP <ul style="list-style-type: none"> <li>• 0 – 6 Fall</li> <li>• 0 – 10 Winter</li> <li>• 0 – 12 Spring</li> </ul> M-COMP <ul style="list-style-type: none"> <li>• 0 – 11 Fall</li> <li>• 0 – 16 Winter</li> <li>• 0 – 18 Spring</li> </ul>
<b>Instructional Plan:</b> Instructional focus  ↓	<b>Instructional emphasis:</b> <ul style="list-style-type: none"> <li>• Analyze proportional relationships and use them to solve real-world and mathematical problems</li> <li>• Apply and extend previous understanding of operations with fractions to add, subtract, multiply, and divide rational numbers</li> <li>• Use properties of operations to generate equivalent expressions</li> <li>• Solve real-life and mathematical problems using numerical and algebraic expressions</li> </ul>	<b>Instructional emphasis:</b> <ul style="list-style-type: none"> <li>• Focal Points from Tier 1</li> </ul>	<b>Instructional emphasis:</b> <ul style="list-style-type: none"> <li>• Focal Points from Tier 1</li> <li>• Focal Points from previous year(s)</li> </ul>
<b>Core Program and/or Intervention:</b> Standard Treatment Protocol and/or Individual Plan	<i>McDougal and Littel</i> <ul style="list-style-type: none"> <li>• <i>Course 2</i></li> <li>• <i>Pre-Algebra</i></li> </ul>	<i>McDougal and Little</i> <ul style="list-style-type: none"> <li>• <i>Course 2</i></li> </ul> <i>PLATO credit recovery</i> <i>Plato Accucess</i>	<i>McDougal and Little</i> <ul style="list-style-type: none"> <li>• <i>Course 2</i></li> </ul> <i>PLATO credit recovery</i> <i>Plato Accucess</i>
<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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<p><b>Implementation:</b> Duration/frequency and delivery of instruction w/ fidelity ↓</p> <p><b>Implementation:</b> Duration/frequency and delivery of instruction w/ fidelity ↓</p>	<ul style="list-style-type: none"> <li>• Math 50 minute period</li> </ul>	<ul style="list-style-type: none"> <li>• Math 50 minute period</li> <li>• After-school tutoring (1-hour, 3 x a week)</li> <li>• Math Advisory (20-min a day 5 x a week)</li> </ul>	<ul style="list-style-type: none"> <li>• Math 50 minute period</li> <li>• After-school tutoring (1-hour, 3 x a week)</li> <li>• Math Advisory (20-min a day 5 x a week)</li> </ul>
<p><b>Progress Monitoring:</b> Verify progress by monitoring response to instruction/intervention</p>	<p>Formative Assessment (ie. Exit tickets, teacher observation, entrance tasks)</p>	<ul style="list-style-type: none"> <li>• Aimsweb (every two weeks)</li> <li>• Formative Assessments</li> </ul>	<p>Special Education</p> <ul style="list-style-type: none"> <li>• Math 50 minute period (regular education per IEP specifications)</li> <li>• Math Advisory (20-min a day 5 x a week)</li> <li>• Remedial Class (50 minute period per IEP specifications)</li> </ul> <ul style="list-style-type: none"> <li>• Aimsweb (every week)</li> <li>• Formative Assessments</li> </ul>
<p><b>Evaluation and Adjustment:</b> Certify mastery and adjust the plan according to the decision making process</p>	<p>Evaluation by classroom teacher weekly/monthly and RTI team quarterly.</p> <ul style="list-style-type: none"> <li>– Formative/Summative Assessment</li> <li>– Benchmarking Data 3x/year</li> <li>– DMA</li> <li>– Accucess</li> <li>– ISAT</li> </ul>	<p>Evaluation by RTI Team every 8-10 weeks.</p> <ul style="list-style-type: none"> <li>– AIMSweb</li> <li>– Formative/Summative Assessment</li> <li>– Benchmarking Data 3x/year</li> <li>– DMA</li> <li>– Accucess</li> <li>– ISAT</li> </ul>	<p>Evaluation by RTI Team every 8-10 weeks.</p> <ul style="list-style-type: none"> <li>– AIMSweb</li> <li>– Formative/Summative Assessment</li> <li>– Benchmarking Data 3x/year</li> <li>– DMA</li> <li>– Accucess</li> <li>– ISAT</li> </ul>