

9-11 Tier III District Approved Supplemental Targeted – Mathematics

Components	Instruction
Focus	For students identified with significant difficulties that have not responded to Tier I or Tier II efforts
Curriculum	Emphasis on vocabulary, computation, and/or problem solving from the MPS Secondary Mathematics curriculum as indicated through individual diagnostic assessment
Materials	HS Math ELO Lessons, DoP Lessons, Foundations curriculum, Career Ready Math curriculum (to be developed)
Instructional Organization	Small Group Instruction (class size should be less than 10 students) Explicit, intense instruction targeting specific skill deficits
Instructor	Instructionally effective, specifically trained classroom teacher or other specialists as appropriate (ELL, SpEd resource, SLP, etc.)
Assessment	Glossary of High School Mathematics Assessments & Interventions <ul style="list-style-type: none"> Progress Monitoring: NWEA MAP, HS Math ELO, Demonstration of Proficiency Assessments, Summative and Formative assessments Diagnostic assessments available: GMADE, EdReady
Time	Instruction provided in district approved content class periods: 40-90 minutes Application of skills and strategies applied across all content areas
Decision Rules	Tier I and Tier II supports implemented as planned and monitored Data: High School teachers could consider recommending placement for students who: <ul style="list-style-type: none"> Earned a 4 or 5 at mid-quarter or semester progress check in their Foundations course Needed many retake opportunities on assessments Students who have passed the HS Math ELO or Demonstration of Proficiency Assessments could be considered for movement back to Tier II-2 or Developmental Math. <ul style="list-style-type: none"> Secondary Mathematics Intervention - End/Dismiss from Intervention Letter Secondary Mathematics Intervention - Change in Intervention Letter Secondary Mathematic Intervention - Lower Tier Intervention Letter
Setting	Where: Appropriate setting designed by the building When: Instructional period of student schedule Group Size: Less than 8 students
Support	<ul style="list-style-type: none"> Use of trained teacher and/or support personnel to provide practice opportunities Individual learning plans - High School Mathematics Intervention Goal Form Encouragement of parent-school partnerships Before/After school mathematics programs as appropriate Professional development for school personnel MEP Curriculum Facilitators District Level Interventionists
Planning Teams	<u>Problem Solving Team</u> Members: Administrator, Psychologist, Classroom teacher, Building Interventionists, Counselor, Parent, Others as appropriate (Special Education, etc.) Function: Review student data and consider special education referral, monitor program fidelity
MTSS Model	1-5% of students will need this level of intense instruction to make appropriate progress (if greater, examine supports and services available in Tier I and Tier II)