

**Wallkill Central School District Instructional Program and Response to Intervention Math Tiers
for 7-8
Updated Winter 2017**

	Target Participants	Instruction Program	Areas of focus in Common Core Program	Supplemental Materials	Diagnostic Assessments
<p>Tier 1</p> <p><i>Researched based core instruction within the classroom from General Education Teacher for all students that includes prevention and early intervention.</i></p>	All Students	<p>Prentice Hall Common Core Course II, III</p> <p>Close progress monitoring by the classroom teacher</p>	<p>Implement Mathematical Practices:</p> <ul style="list-style-type: none"> • Make sense of problems and persevere in solving them • Make sense of quantities • Construct viable arguments (justify) and critique the reasoning of others • Model with math (graphs, formulas etc.) • Use appropriate tools (calculators, rulers etc.) strategically • Attend to precision (state meaning of symbols, specific units etc.) • Look for and make use of structure (patterns, structure etc.) • Look for and express regularity in repeated reasoning (repeated calculations-lead to shortcuts) 	<ul style="list-style-type: none"> • Differentiated Common Core Math material from Course II or III • Math manipulative sets • Brain Pop • Khan Academy • IXL – Math • Engage NY Math Modules • SMART Learning Suite Software • Schoolology • Chrome Book Apps 	<p>STAR Benchmarks District Benchmarks Formative and Summative assessments Engage NY Exit Tickets</p>
<p>Tier 2</p> <p><i><u>In addition to Tier 1:</u> Targeted intervention</i></p>	Some Risk Students who are not responding to Tier 1 in	<p>Course II or III Math program</p> <p>Academic Intervention lab period every other day with a certified Math</p>	<p>Teacher works on building academic math vocabulary and problem solving strategies</p> <p>Teacher addresses individual Math Skills</p>	<p>Integrate targeted instruction in Math practices and math fluencies using Academic Intervention Services</p>	<p>STAR Benchmarks District Benchmarks Formative and summative assessments</p>

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<p><i>for students at risk and not responding to Tier 1 using rapid response and frequent progress monitoring.</i></p>	<p>the classroom</p>	<p>teacher who will monitor progress on target skills</p> <p>Small group instruction at individual skill level Close progress monitoring by classroom teacher and lab teacher</p>		<p>SMART Learning Suite Software</p>	
<p>Tier 3 <u>In addition to Tier 1 & 2:</u> <i>Intensive interventions with individual students along with diagnostic assessments for targeted areas with high intensity. Typically, the most intense level of a multi-level prevention system.</i></p>	<p>At Risk Students significantly below State Proficiency Level</p>	<p>Differentiated</p>	<p><u>Intervention Program includes instruction in mathematics using the research based teaching strategies listed:</u></p> <ul style="list-style-type: none"> • Explicit Direct Instruction provided on a regular basis • Use multiple examples when presenting math problems and solutions • Visually represent information in the math problem • Use multiple strategies to solve problems • Use formative assessment data to inform instruction • Provide time for peer assisted instruction 	<p>Multi-Sensory Math Activities</p> <p>SMART Learning Suite Software</p>	<p>STAR Benchmarks District Benchmarks Formative and summative assessments</p>

Exit from lab settings is based on individual student's progress. Students must have made adequate progress to be exited from the lab.