| Response-to Intervention: Mathematics | Action Plan |
|---|---|
| **School System Capacity & Support** | |
| ❑ Multi-disciplinary problem-solving teams have been formed to establish building, grade, class, & individual student goals; select curricula & interventions; select screening & monitoring tools; evaluate outcomes | List Team Members: |
| ❑ Resources currently available are inventoried (e.g., curricula/programs/interventions, personnel, materials, time) | List Known Resources: |
| ❑ Expert(s) in mathematics or mathematics instruction included on district and/or building level problem-solving teams | List Math Experts: |
| **Data-Based Decision Making** | |
| ***Universal Screening*** | |
| ❑ Screening measures should be:<br>• Reliable, valid (predictive validity), efficient<br>• Consistent across district<br>• Combined with state testing results (grades 4-8) | Selected Screening Tool: |
| ***Progress Monitoring*** | |
| ❑ Progress monitoring measures need to be reliable, valid and designed to measure overall growth (usually grade level) | Selected General Progress Monitoring Tool: |
| ❑ Monitor progress for Tier 2 & 3 students using curriculum-embedded or mastery measures daily or weekly to evaluate response to treatment | Selected Mastery Measure/Embedded Tool: |
| **High Quality Instruction; Aligned with Standards** | |
| ❑ Designated block of time is assigned for core mathematics instruction (recommendation 45 to 60 minutes) | Identify Time for Mathematics Instructional Block: |
| ❑ Select core curricula reflective of grade level content standards [e.g., map onto NCTM (2006) focal points, NMAP (2008) recommendations, and Common Core (2010)] | Select Appropriate Core Curricula: |
| ❑ Include instructional process components like peer-tutoring or cooperative learning activities. | Select Supplemental Activities: |
| **Tiered Interventions** | |
| ❑Tier 2 & 3 interventions should:<br>• Include instruction that is explicit and systematic<br>• Cover foundation & prerequisite skills<br>• Focus on deep understanding of whole numbers<br>• Provide 10 minutes of fact fluency practice | • Incorporate visual representation<br>• Include motivational strategies<br>• Offer scripted protocols |
| Identify Potential Early Numeracy Interventions: | Identify Potential Computation Interventions: |
| Identify Potential Word Problem Interventions: | Identify Potential Fraction Interventions: |