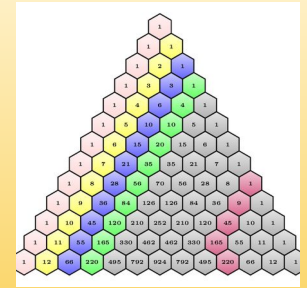


MTSS

Math Intervention

Maranacook Community Middle School



Philosophy:

Math intervention at the middle school is designed to provide support to mathematicians who struggle to grasp concepts related to skills that may be lagging for various reasons. Interventions are designed to help students develop lagging skills through multiple pathways of understanding including discourse, use of virtual and hands on manipulatives, and conceptual discovery. Every brain is able to do mathematics. Every student can learn to see the connections, value the reasoning, and find creativity in mathematics.

RTI:

For students with lagging skills, MTSS allows MCMS to:

- Identify students at risk for not meeting grade level outcomes
- Monitor progress towards those outcomes
- Provide evidence -based interventions
- Adjust the intensity and nature of those interventions based on how a student responds to instruction and intervention

Team Based Approach:

The MTSS team meets regularly with the student's team teachers to discuss progress and any concerns seen in either classroom. The team will create individualized plans to support the growth of the student to ensure a history of success is attainable within the content area.

CCSS Math Standards:

Priority standards from the Common Core are listed in bold font on our district's year long pacing guide. These are the standards for which we have defined outcomes for mathematicians in our classrooms. [MCMS Pacing Guide](#)

Assessment:

While growth is measured through formative assessments both in the team classroom and intervention classroom, summative assessment occurs twice a year through administration of the NWEA test, an online measure of academic progress, which checks growth in four areas of mathematics: geometry, operations and algebraic thinking, statistics and probability and the real and complex number system

Grading:

Because students are being graded on this content in their team based math classroom, students who participate in interventions will be given a Habits of Work score which rates students using a 1-4 evidence based scale (1 = does not meet, 2 = partially meets, 3 = meets, and 4 = exceeds) in three areas of respect, responsibility and perseverance.

Please view the [Habits of Work Rubric](#).

Supplementary Programs:

Every student in the intervention classroom will have a Dreambox account and will be expected to spend time completing lessons each week. The classroom will be set up as a workshop model to ensure that students have time to work in Dreambox should questions about lessons arise.

Additional Supports:

Students in the intervention classroom will also have a chance to develop executive skills which may also be lagging such as organization, time management, task initiation, sustained attention and flexibility. Supports as needed will be developed on an individualized basis.

Supplies Needed: Students will need their school issued laptop, writing utensils and a willingness to develop a growth mindset around their understanding of mathematics.