

## Middle School Special Education Math Student Learning Growth Goal

<p><b>Content Standard(s) /Learning Target</b></p>	<p><b>Primary standards/learning targets that will be addressed this year and in this goal:</b></p> <p>7.RP.2 Recognize and represent proportional relationships between quantities.</p> <p>7.NS.1-2 Apply and extend previous understandings of addition, subtraction, multiplication, and division to add, subtract, multiply, and divide rational numbers.</p> <p>7.EE.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.</p> <p>7.EE.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p>7.G.1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</p> <p>7.G.6 Solve real-world and mathematical problems involving area, volume and surface area of two- and three- dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.</p> <p>7.SP.4 Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.</p> <p><b>Alongside focusing on the standards, a primary focus this year will be on the eight Mathematical Practices:</b></p>
	<p>1. Make sense of problems and persevere in solving them.</p>
	<p>2. Reason abstractly and quantitatively.</p>
	<p>3. Construct viable arguments and critique the reasoning of others.</p>
	<p>4. Model with mathematics.</p>
	<p>5. Use appropriate tools strategically.</p>
	<p>6. Attend to precision.</p>
	<p>7. Look for and make use of structure.</p>
	<p>8. Look for and express regularity in repeated reasoning.</p>

<b>Context</b>	<p>Total number of students: 16  Number of students on an IEP: 16  Number of students identified 0 as ELL: 3  Number of students identified 0 as TAG:  Number of students on a 504:</p>
<b>Assessment</b>	<p>EasyCBM CCSS Math Benchmark Assessments administered three times this year .</p> <p>In addition, progress will be monitored with the following:</p> <p>EasyCBM CCSS Math Progress Monitoring Assessments administered up to three times this year .</p>
<b>Baseline Data</b>	<p>All students in my Math7 class are students on IEPs with special needs in Math. Seven of the students are identified with Specific Learning Disabilities in Math and other subjects; seven students have Other Health Impairments (ADD or ADHD); and two students have been identified with Autism Spectrum Disorder.</p> <p>Based on the data from the Fall EasyCBM Math Assessment, 23.5% (4) of my 7th grade Resource Math students are currently in Tier 3, High Risk (0-14 correct), 65% (11) of my students are currently in Tier 2, Some Risk (15-19 correct), and 11.5% (2) of my students are currently in Tier 1, No/Low Risk (20-45 correct).</p>
<b>Student Learning and Growth Goal Statement</b>	<p>ALL of my 7th grade Resource Math students will show improvement in their Math skills as demonstrated on the Spring EasyCBM CCSS Math Assessment, based on the following tiers:</p> <ul style="list-style-type: none"> <li>. Tier 3: Students will move from High Risk, the Not Yet Met proficiency level, to Some Risk, the Progressing proficiency level, and/or increase their composite score by at least 6 points.</li> <li>. Tier 2: Students will move from Some Risk, the Progressing proficiency level, to No Risk, the Approaching Proficiency level, and/or increase their composite score by at least 4 points.</li> <li>. Tier 1: Students will remain in the No/Low Risk, Proficient level, and/or increase their composite score by at least 3 points.</li> </ul>

<b>Rationale</b>	Generally, these students have had limited access and exposure to grade-level math concepts before this year. Many are 1-2 years below grade-level expectations, and Math is the area of greatest need for these students - this Math class is the largest group of students receiving any kind of RR support this year (or in previous years). While these same students improved quite a bit in Reading and Language Arts last year, and several students are mainstreamed in these subjects this year, they did NOT make the same kind of progress in Math. Therefore, Math is clearly an area of significant need for most of these students.
<b>Strategies</b>	Small group and 1:1 math support, when needed; a mixture of whole-group, partner, and individual math practice; direct instruction in grade-level math skills and mathematical practices (problem-solving) with re-teaching of key skills for students who do not meet individual learning targets; increase the level of scaffolding/support for those students who continue to struggle to meet learning targets; provide students with mnemonics, when possible, to help them remember key skills, processes, strategies, or math vocabulary; include hands-on, kinesthetic, or everyday math application problems to improve engagement, and help students develop strategies to successfully answer these types of questions; and, for those students whose math skills are a little more advanced, push them to do higher-level and/or more in-depth problem-solving.
<b>Aligned Professional Learning and Support</b>	Professional development, including ODE Math PLT, Fuel Lane, Math and Sped PLCs, District and school Math Teams, and Proficiency Alignment Team; creating and teaching class on "Classroom Discussions in Math;" and continuing to work with colleagues to deepen my understanding of math content, instruction practices, and mathematical practices.  I need release time to attend conferences and PD, plus time to observe other Math teachers.